

BULLETIN

1986 - 1988



Jane E. Milley - Chancellor

Schools of

MUSIC

DANCE

DRAMA

DESIGN & PRODUCTION/VISUAL ARTS

Divisions of

General Studies and Student Affairs



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BULLETIN 1986-88

NORTH CAROLINA
SCHOOL
OF THE
ARTS
THE UNIVERSITY OF
NORTH CAROLINA

Dr. Jane E. Milley, Chancellor

DANCE o DESIGN AND PRODUCTION
DRAMA o MUSIC o VISUAL ARTS

Graduate, undergraduate, and
secondary education for careers
in the performing arts

Accredited by the Southern Association of
Colleges and Schools and by the North
Carolina Department of Public Instruction

One of the 16 constituent institutions
of The University of North Carolina

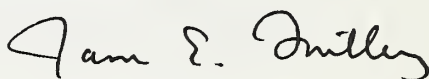
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Winston-Salem, NC 27117-2189
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TO STUDENTS AND PROSPECTIVE STUDENTS

This Bulletin, which is published periodically, provides the basic information you will need to know about the North Carolina School of the Arts (NCSA). It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and the rules and regulations that govern student life at NCSA as well as matriculation requirements. This document also describes student organizations and other activities on the campus, lists courses and programs, and contains basic biographical information about each faculty member. Students are responsible for knowledge of the information as published as well as for following the rules and regulations as published. The School does, however, reserve the right to make changes as necessary.

The North Carolina School of the Arts is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, national origin, religion, sex, age, or handicap. Moreover, NCSA is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a greater number of black students and minorities.

Yours sincerely,

A handwritten signature in cursive script that reads "Jane E. Milley". The signature is written in dark ink and is positioned above the printed name and title.

Jane E. Milley
Chancellor

NCSA CALENDAR 1986-87

1986 Fall Term

(Wed) September 17	REGISTRATION
(Thurs) September 18	All Classes Begin
(Tues) November 25 - (Wed) November 26	Final Examinations
(Wed) November 26	All Classes and Exams End - 6:00 P.M.
(Thurs) November 27 - (Sun) November 30	THANKSGIVING BREAK
(Mon) December 1	*Intensive Arts Begins
(Fri) December 12	Intensive Arts Ends
(Sat) December 13 - (Sun) January 4	CHRISTMAS VACATION

1987 Winter Term

(Mon) January 5	REGISTRATION
(Tues) January 6	All Classes Begin
(Thurs) March 12 - (Fri) March 13	Final Examinations
(Fri) March 13	All Classes and Exams End - 6:00 P.M.
(Sat) March 14 - (Sun) March 22	SPRING BREAK

1987 Spring Term

(Mon) March 23	REGISTRATION
(Tues) March 24	All Classes Begin
(Mon) April 20	Easter Monday - No Classes
(Wed) May 20	AWARDS DAY
(Wed) May 27 - (Thurs) May 28	Final Examinations
(Thurs) May 28	All Classes and Exams End - 6:00 P.M.
(Sat) May 30	COMMENCEMENT

Summer Session

(Sun) June 21	REGISTRATION
(Mon) June 22 - (Fri) July 24	Five-Week Session

*Intensive Arts - Two weeks at the end of the fall term are used as an intensive arts period. Replacing regularly scheduled classes are independent study, special projects, workshops and performances within and across disciplines.

NCSA CALENDAR 1987-88

1987 Fall Term

(Wed) September 16	REGISTRATION
(Thurs) September 17	All Classes Begin
(Tues) November 24 -	
(Wed) November 25	Final Examinations
(Wed) November 25	All Classes and Exams End - 6:00 P.M.
(Thurs) November 26 -	
(Sun) November 29	THANKSGIVING BREAK
(Mon) November 30	*Intensive Arts Begins
(Fri) December 11	Intensive Arts Ends - 6:00 P.M.
(Sat) December 12 -	
(Sun) January 3	CHRISTMAS VACATION

1988 Winter Term

(Mon) January 4	REGISTRATION
(Tues) January 5	All Classes Begin
(Thurs) March 10 -	
(Fri) March 11	Final Examinations
(Fri) March 11	All Classes and Exams End - 6:00 P.M.
(Sat) March 12 -	
(Sun) March 20	SPRING BREAK

1988 Spring Term

(Mon) March 21	REGISTRATION
(Tues) March 22	All Classes Begin
(Wed) May 18	AWARDS DAY
(Wed) May 25 -	
(Thurs) May 26	Final Examinations
(Thurs) May 26	All Classes and Exams End - 6:00 P.M.
(Sat) May 28	COMMENCEMENT

Summer Session

(Sun) June 19	REGISTRATION
(Mon) June 20 -	
(Fri) July 22	Five-Week Session

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NORTH CAROLINA SCHOOL OF THE ARTS
MISSION/PURPOSE STATEMENT

Founded in 1963, and opened in 1965, the North Carolina School of the Arts trains exceptionally talented students at the college and high school levels for professional careers in the performing arts. Students are admitted by audition to the programs of the Schools of Dance, Design and Production, Drama, and Music. Students receive professional instruction from artist-faculty chosen for their excellence and professional standing in their fields. The requisite liberal arts education vital to the well-prepared artist and citizen is provided along with supplementary programs and services to assist students in their personal development.

The association of gifted students and artist-teachers creates a diverse and challenging environment for study and performance. The arts and academic curricula culminate in a high school diploma with arts concentration in dance, music and visual arts; the arts diploma at the college level in dance, design and production, drama, and music; the Bachelor of Fine Arts degree in dance, design and production, and drama, and the Bachelor of Music degree. In addition, a Master of Fine Arts degree is offered in the School of Design and Production.

A constituent institution of the sixteen campus University of North Carolina, the North Carolina School of the Arts accepts students from within the state and the Southeast, as well as other geographic areas. In keeping with the intentions of its founders, the School is also dedicated to enhancing the cultural life of the citizens of North Carolina and the region through its performances and programs.

(Adopted by the Management Group, November 1985)

THE NORTH CAROLINA SCHOOL OF THE ARTS

Conceived in the minds of John Ehle and Vittorio Giannini, and nurtured in the administration of Governor Terry Sanford, the North Carolina School of the Arts became the first state-supported residential performing arts school in the nation. Historic landmarks begin with the passage of an Enabling Act in the 1963 session of the N.C. General Assembly which led to the opening of the School, with 226 students, in September 1965.

Winston-Salem, a leading city in the arts and the site of the nation's first arts council, was chosen as the location because of the city's demonstrated interest in the arts and because the city's school system could readily provide facilities: the old Gray High School and its campus. In addition, citizens of Winston-Salem conducted a telephone solicitation which raised nearly \$1 million in a 24-hour period. The pledges helped meet the 2-to-1 matching requirements of the Ford Foundation's \$1.5 million grant offer for the first five years of operations of the School. The late Governor Dan K. Moore, during whose administration the School actually began its existence, provided leadership to ensure that the School received state funding for salaries and basic operating expenses.

Dr. Vittorio Giannini, a Juilliard composer, served as the founding President of the North Carolina School of the Arts, after chairing the Conservatory Committee, a group appointed by Governor Sanford to organize the School. Giannini's vision of arts education shaped the School at its beginning and continues to make the School unique among its peers.

During the formative years, the School of the Arts also was guided by other hands, particularly those of its Board of Trustees, chaired by Dr. James H. Semans. He and his wife, Mary D.B.T. Semans, now also a trustee, gave to the School devotion to ideals and details, freedom for the artists to develop within the school community, and a commitment to excellence endorsed by an international reputation. Their exemplary leadership has been representative of the caliber and depth of commitment shown by the School's policy and advisory board members throughout its history. The spirit and dedication of R. Philip Hanes and his late wife, Joan, were instrumental in the development of the Stevens Center not only as the School's major performance place, but also as a stimulus for the revitalization of downtown Winston-Salem.

Robert Ward, Pulitzer Prize-winning composer and former faculty member from Juilliard, succeeded Dr. Giannini as the second president after Giannini's untimely death in November 1967. Ward led the School through its first decade, when policies and programs were still being developed. During his tenure, the School more than doubled its faculty and

enrollment; established a School of Design and Production, separate from the School of Drama; and created a high school Visual Arts program. Ward also presided over the incorporation of the School into The University of North Carolina in the early 1970s, when 16 public senior institutions --including the North Carolina School of the Arts -- became constituent institutions of The University of North Carolina. The title of "president" at the School of the Arts subsequently became known as "chancellor."

A third composer, Dr. Robert Suderburg, became Chancellor of the School of the Arts in 1974, following a brief period in which Martin Sokoloff served as Acting Chancellor. Suderburg's tenure was marked by major capital improvements at the School, funded through increased contributions from the state and private sources. Among these improvements were the completion of the Workplace building; the opening of the Semans Library; the renovation of part of the old Gray High School building; the acquisition of the former Mack Truck facility; and the renovation of the old Carolina Theatre, now the Stevens Center. Dr. Lawrence Hart, former Dean of the School of Music of the University of North Carolina at Greensboro, served as Acting Chancellor during Dr. Suderburg's leave of absence in 1983-84.

Dr. Jane E. Milley, a pianist and former Dean of the School of Fine Arts at California State University at Long Beach, assumed her post as Chancellor at the School of the Arts in September 1984. Under her leadership, the reputation of the School has grown and is flourishing. Dr. Milley has begun several new special programs at the School, including the Adult Center for Arts Enrichment and the Great Performances guest artist series. She also has led the development of a Long-Range Plan for the School of the Arts, which will serve as a blueprint for the future.

Over the years, the North Carolina School of the Arts has made tremendous strides. Professional affiliates for the arts schools have been created, including the North Carolina Dance Theatre, the North Carolina Shakespeare Festival and North Carolina Scenic Studios, Inc. International programs in music and dance have continued to provide unique performance experience for students. The School has seen its enrollment of 226 students grow to more than 700 students; more than 45 states and 13 foreign countries are represented. The faculty now numbers approximately 100. Alumni, who now number more than 5,000, continue to win critical and public acclaim.

As the School approaches its quarter-century birthday, an even more brilliant future than past appears assured. Dr. Milley's goal for the School of the Arts is simple and to the point: to become the best performing arts school in the nation.

NCSA ADMINISTRATION

Jane E. Milley, B.M., Boston University; M.A., Columbia University; Ph.D., Syracuse University, Chancellor (1984)

William Pruitt, B.A., Catawba College; Ph.D., University of Virginia; Acting Vice Chancellor, Arts and Academic Programs (1985)

Randolph Fehr, B.S., Park College; M.A., Central Michigan University;; Vice Chancellor for Finance and Administration (1985)

Charles Dunn, B.A., University of Illinois, Vice Chancellor for Institutional Advancement (1986)

Staff:

Office of the Chancellor

William H. Baskin, III, B.A., M.A., Ph.D, University of North Carolina at Chapel Hill; Acting Special Assistant to the Chancellor (1986)

Betty Masten, Administrative Assistant to the Chancellor, Assistant Secretary, Board of Trustees and Board of Visitors

Ann Roark, Administrative Assistant to the Chancellor

Mary Childress, Secretary

Office of the Vice Chancellor for Arts and Academic Programs

Gwynne D. MacIntyre, B.A., Mary Washington College; M.A., University of Michigan; Director of Special Programs

Claudia Noe, Administrative Secretary to the Vice Chancellor for Arts and Academic Programs

Office of Institutional Advancement

Judith Boerner, B.A., Case Western Reserve University, Director of Development (1986)

Nancy Dawson-Sauser, B.A., Guilford College; Acting Director of Public Relations (1984)

Sarah Turner, Administrative Assistant to the Vice
Chancellor for Institutional Advancement

Evelyn Hauser, Foundation Accountant

Gail Brewer, Records Clerk

Marla Carpenter, B.A., University of North Carolina at
Chapel Hill; Writer/Publicist

Deloris Hargrow, Secretary

Jennifer Jordan, Public Information Specialist

B.S., University of North Carolina at Greensboro

Joe Mount, Touring Coordinator (APPLAUSE)

B.M., Wright State University; B.S., University of
Cincinnati

Clayton Thornton, Graphic Designer

B.F.A., East Carolina University

Office of Finance and Administration:

Business Office:

Colleen Hinton, Accountant/Office Supervisor

Jennie Ellington, Accounting Technician/Payroll, Trust
Accounts

Eugene Buzzeo, Systems Accountant

Sylvia Spencer, Accounting Clerk/Accounts Payable

Ann Howard, Accounting Clerk/Bookkeeping

Debbie Hodge, Internal Auditor/Accountant

Patricia Maurer, Accounting Clerk/Student Accounts
Receivable

Janice Reich, Data Entry Operator

Phyllis Beckner, Cashier

Personnel Office:

Isabelle Johnston, Director of Personnel

Berdetta Malloy, Personnel Assistant

Purchasing Office:

William J. Parrish, Director of Purchasing

B.F.A., North Carolina School of the Arts

Security and Traffic Office:

Lemuel McMorris, Director of Security/Traffic
Administrative Officer

Security Officers:

Donald Bratcher

James R. Burns

Billy Logan

Peggy Long

Thomas Shore

Donald Smith

Benjamin Sutton

Physical Plant Office:

Len Dickey, Director of Physical Plant/OSHA

Plant Maintenance Staff:

Homer Gough, Supervisor
James W. Arnold
Tony Chisholm
Nathaniel Davis
James Gray
John D. Harrison
John F. Howard
Roger Maurer
Harold W. Pardue
Lonnie Segers
William Wynne

Grounds Maintenance Staff:

Thomas Gwyn
Steve Kincaid
Robert Russell

David Compton, Director of Housekeeping

Housekeeping Staff:

James L. White, Supervisor
Howard Carpenter, Assistant Supervisor
Laura Bratcher
Mary Elmore
James Fair
Cozy Gaston
Elijah Johnson
Helen Lewis
McCombs Ligons
James Morrison
Edward Price
Annie Revel
David Robinson
Anderson Rush
Curtis Self
Curtis Smith

Communications Staff:

Doris Southerland, Mail Center Supervisor
Norma Barnes, Clerk III
Reginald McLaurin, Mail Clerk

Reba Falls, Switchboard Operator/Receptionist

BOARD OF TRUSTEES
NORTH CAROLINA SCHOOL OF THE ARTS

Mr. Herman Blumenthal
Charlotte, North Carolina

Mrs. Jack S. Brayboy
Charlotte, North Carolina

Mr. Ben T. Craig (Secretary)
Charlotte, North Carolina

Mrs. James S. Ficklen
Greenville, North Carolina

Mrs. William T. Graham
Winston-Salem, North Carolina

Mr. Eldridge C. Hanes (Chairman)
Winston-Salem, North Carolina

Mr. Henry R. Lambert
Winston-Salem, North Carolina

Mrs. Hugh L. McColl, Jr.
Charlotte, North Carolina

Mrs. Dan K. Moore
Raleigh, North Carolina

Mrs. Mary D.B.T. Semans (Vice Chairman)
Durham, North Carolina

Mr. Louis C. Stephens, Jr.
Greensboro, North Carolina

Mr. William Sullivan
Raleigh, North Carolina

Mr. Robert Easter (ex officio)
NCSA Student Advisory Council
Winston-Salem, North Carolina

Secretary Patric Dorsey (ex officio)
Department of Cultural Resources
Raleigh, North Carolina

Mr. Gerhardt Zimmerman (ex officio)
Conductor, North Carolina Symphony
Raleigh, North Carolina

Dr. James H. Semans (honorary)
Durham, North Carolina

BOARD OF VISITORS
NORTH CAROLINA SCHOOL OF THE ARTS

The Board of Visitors was created in 1983 to assist the School in carrying forward plans for the School's development. The Board undertakes special appeals for support and helps to strengthen the total educational program of the School. The major concentration of effort is on the identification and cultivation of potential funding sources as well as advice on educational enrichment, management, recruitment and communications. The members are chosen from alumni and friends of the School who have attained prominence in the arts, business or civic affairs.

Alexander C. Ewing (Chairman)
Millbrook, New York

Eldridge C. Hanes (Vice Chairman)
Winston-Salem, North Carolina

Betty Allen
New York, New York

Giancarla Berti
Winston-Salem, North Carolina and Milan, Italy

Sally Bliss
Oyster Bay, New York

Henry J. Cauthen
Columbia, South Carolina

J. Harriss Covington
High Point, North Carolina

Katherine B. DeBraganca
Winston-Salem, North Carolina

Agnes de Mille
New York, New York

William C. Friday
Chapel Hill, North Carolina

Lyons Gray
Winston-Salem, North Carolina

Ronald Grierson
New York, New York

R. Philip Hanes, Jr.
Winston-Salem, North Carolina

Rosemary Harris
Winston-Salem, North Carolina

Helen Hayes
Nyack, New York

Laurie Johnson
Winston-Salem, North Carolina

Thomas S. Kenan III
Chapel Hill, North Carolina

Carroll Leggett
Washington, D.C.

Terrence Mann
New York, New York

Beatrice C. Mayer
Chicago, Illinois

John G. Medlin, Jr.
Winston-Salem, North Carolina

Zara Nelsova
New York, New York

Harry Newman
Long Beach, California

Menahem Pressler
Bloomington, Indiana

Norman Ross
Pilot Mountain, North Carolina
Chicago, Illinois

Peter Schmidt
Charlotte, North Carolina

Martha Schumacher
Wilmington, North Carolina

Mary D.B.T. Semans
Durham, North Carolina

Thomas R. Skelton, Jr.
Stockton, New Jersey

Oliver Smith
Brooklyn, New York

Sherwood H. Smith, Jr.
Raleigh, North Carolina

J. Paul Sticht, Jr.
Winston-Salem, North Carolina

Mel Tomlinson
New York, New York

G. Ware Travelstead
New York, New York

Edward Villella
New York, New York

Ransom Wilson
New York, New York

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

The University of North Carolina comprises all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the 19th century, the General Assembly of North Carolina has established and supported 15 other public senior institutions in keeping with Article IX, Section 8, of the constitution of North Carolina which provides that the "General Assembly shall maintain a public system of higher education, comprising The University of North Carolina in such other institutions of higher education as the General Assembly may deem wise."

By 1969, The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multi-campus University had its beginnings in legislation enacted in 1931 that defined the University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and the University of North Carolina at Greensboro. In the 1960's three additional campuses were added: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired 10 additional separately governed state-supported senior institutions of higher education. They are Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina and under the terms of the legislation all 16 public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management and governance of all affairs of the constituent institutions." The chief executive officer of The University is the President.

Each constituent institution of The University has its own faculty and student body. The chief administrative officer of each institution is the Chancellor, and the Chancellors are responsible to the President.

Each constituent institution also has a Board of Trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body ex officio. (The School of the Arts has two additional ex officio trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

C.D. SPANGLER JR., B.S., M.B.A., LL.D.	- President
RAYMOND H. DAWSON, B.A., M.A., Ph.D.	- Vice President - Academic Affairs
L. FELIX JOYNER, A.B.	- Vice President - Finance
ROY CARROLL, B.A., M.A., Ph.D.	- Vice President - Planning
LLOYD V. HACKLEY, B.A., Ph.D.	- Vice President - Student Services and Special Programs
JASPER D. MEMORY, B.S., Ph.D.	- Vice President - Research and Public Service
JAY M. ROBINSON, B.S., M.A., Ed.D.	- Vice President - Public Affairs
RICHARD H. ROBINSON JR., A.B., LL.D.	- Assistant to the President - Legal Affairs
WYNDHAM ROBERTSON, A.B.	- Acting Vice President - Communications

BOARD OF GOVERNORS

Philip G. Carson (Chairman)
Asheville, North Carolina

Jacob H. Froelich, Jr. (Vice Chairman)
High Point, North Carolina

Mrs. A.R. Bowe (Secretary)
Murfreesboro, North Carolina

Roderick D. Adams
Durham, North Carolina

Irwin Belk
Charlotte, North Carolina

B. Irvin Boyle
Charlotte, North Carolina

Mrs. Terresa Thomas Bullock
Shelby, North Carolina

Wayne A. Corpening
Winston-Salem, North Carolina

Dr. J. Earl Danieley
Elon College, North Carolina

Walter R. Davis
Midland, Texas

William A. Dees, Jr.
Goldsboro, North Carolina

Charles Z. Flack, Jr.
Forest City, North Carolina

Mrs. Joan S. Fox
Oxford, North Carolina

John A. Garwood
Wilkesboro, North Carolina

R. Phillip Haire
Sylva, North Carolina

James E. Holshouser, Jr.
Southern Pines, North Carolina

William A. Johnson
Lillington, North Carolina

Robert L. Jones
Raleigh, North Carolina

John R. Jordan, Jr.
Raleigh, North Carolina

Reginald McCoy
Laurinburg, North Carolina

Mrs. John F. McNair, III
Winston-Salem, North Carolina

Mrs. Julia T. Morton
Linville, North Carolina

D. Samuel Neill
Hendersonville, North Carolina

Samuel H. Poole
Southern Pines, North Carolina

J. Aaron Prevost
Hazelwood, North Carolina

Louis T. Randolph
Washington, North Carolina

Maceo A. Sloan
Durham, North Carolina

Asa T. Spaulding, Jr.
Durham, North Carolina

Dr. E.B. Turner
Lumberton, North Carolina

David J. Whichard, II
Greenville, North Carolina

William K. Woltz
Mount Airy, North Carolina

Ms. Ruth Dial Woods
Lumberton, North Carolina

THE SCHOOL OF DANCE

The purpose of the School of Dance is to recognize and train young and talented dancers who seek a professional career in the field of dance and to make available to them instruction of the highest professional level. The faculty of outstanding teachers is chosen for their knowledge and experience in the field of dance as both performers and teachers.

Since performance is an integral part of the training of the young dancer, the School of Dance provides the opportunity for students to appear in a repertory of classical and modern dance through workshops, public performances and touring programs.

Recognizing that it is necessary to begin training at an early age when the body as well as the mind are flexible, the School may enroll talented young students at the junior high and high school levels as well as in the college program. High school students who successfully complete all School of Dance requirements will receive an accredited State of North Carolina high school diploma; and college graduates may receive either the Bachelor of Fine Arts Degree or the Arts Diploma.

Administration:

Robert Lindgren, Dean (1965)
Duncan Noble, Assistant Dean, Ballet
Richard Kuch, Assistant Dean, Modern

Dance Faculty

Ballet

Fanchon Cordell Smith (1983)
Melissa Hayden (1983)
Melinda Lawrence (1983)
Robert Lindgren (1965)
Duncan Noble (1965)
Gyula Pandi (1967)
Joan Sanders (1967)
Frank Smith (1983)
Gina Vidal (1969)

Modern

Richard Gain (1973)
Richard Kuch (1972)
Dianne Markham (1980), B.A., Oregon
Mabel Robinson (1984)

Dance History & Kinesiology

Katherine Block, (1979) B.A., College
of William and Mary; M.A., University
of California-Los Angeles

Pre-Professional Program

Sonja Tyven

Staff

Bebe Briggs, Administrative Secretary
Tonya Parks, Secretary

Accompanists

Celeste Connes
Raymond Ebert
Edward Frye
Sally Kuker
Frank Partridge
George Salley
Daniel Suttle

Dance Costume Department

Evelyn Miller, Supervisor
Carolyn Fay, Costume Designer
Breanetta Mason, Costume Construction

GRADING SYSTEM/CONTINUANCE IN THE PROGRAM

Grades are based on technical proficiency, comprehension, progress and attitude in class as demonstrated in the jury classes. Final grades are based on the average of grades by the student's teachers as follows:

A Extraordinary
A- Excellent
B+ Very Good
B Good
B- Passing
C+ Unacceptable *
F Failing

(For your information, in addition to giving grades at the end of each term, the faculty members issue written evaluations of the student to his/her parents.)

* To receive an invitation to continue in the School of Dance, a student must maintain a B average in dance.

Upon entering the School, students are given a probationary period of one year to test their abilities. Students are invited to continue in the program only as long as they demonstrate substantial growth towards technical and artistic excellence. Continuance is by invitation of the Dean and faculty. Criteria for continuance are as follows:

1. Grade point average of arts classes - A 3.0 average is required (B).

2. An overall cumulative average of 2.0 in general studies is required for college graduation.
3. A student must have participated in at least 75% of his/her dance classes.
4. Juries - Three juries are held during the year in which the student's progress and technical proficiency are judged by the entire faculty.
5. Artistic growth.
6. Continued suitability for dance and potential for a professional career.
7. The student's continued indication that he/she is profiting from his/her artistic studies.
8. Health of the student - The rigors of training demands a strong and disciplined body. A student is expected to maintain proper physical conditioning.

NCSA COLLEGE DANCE PROGRAM - 1986-87

AWARDING OF BACHELOR OF FINE ARTS & DIPLOMA

The Bachelor of Fine Arts degree and Diploma are awarded on the basis of the attainment of professional standards as determined by the faculty of the School of Dance.

For the Arts Diploma, all dance courses for the Bachelor of Fine Arts Degree with the exception of Kinesiology are required. In addition, no general studies courses are required but electives may be taken if desired.

Arts Requirements for a Bachelor of Fine Arts Degree in Ballet

First Year		Second Year		Third Year		Fourth Year	
DAN 101,102,103	9	DAN 201,202,203	9	DAN 301,302,302	9	DAN 401,402,403	9
Ballet technique		Ballet technique		Ballet technique		Ballet technique	
DAN 104,105,106	6	DAN 204,205,206	6	DAN 311,312,313	6	DAN 411,412,413	6
Modern technique		Modern technique		Pointe/Varia.		Pointe/Varia.	
				or		or	
DAN 111,112,113	6	DAN 211,212,213	6	DAN 314,315,316	6	DAN 414,415,416	6
Pointe/Varia.		Pointe/Varia.		Men's Class		Men's Class	
or		or		or		or	
DAN 114,115,116	6	DAN 214,215,216	6	DAN 320	1	DAN 420	1
Men's Class		Men's Class		Character		Character	
		DAN 130		1 DAN 230	1		
		Intro. to		Adv. Make-Up			
		Make-Up					
DAN 131,132,133	3	DAN 231,232,233	3	DAN 331,332,333	3	DAN 431,432	2
Adagio		Adagio		Adagio		Adagio	
DAN 120	1	DAN 220	1	DAN 191,192	4	DAN 267	2
Character		Character		Kinesiology		Renaissance Dan.	

DAN 137,138,139	3	DAN 251,252,253	3	DAN 300	3	DAN 268	2
Tech. Theatre		Music Survey		Performing		Baroque Dance	
& Prod. Crew							
DAN 141,142,143	3	DAN 161,162,163	6			DAN 269	2
Jazz		Dance History				20th Century	
						Dance	
DAN 151,152,153	3	DAN 200	3			DAN 365	2
Fundamentals of		Performing				Choreographic	
Music						Styles	
DAN 100	3					DAN 400	3
Performing						Performing	
Arts Credits	<u>43</u>		<u>44</u>		<u>33</u>		<u>35</u>

TOTAL ARTS CREDITS: 155

General Studies Requirements (B.F.A. Program)

Ballet

GES 101,102,103	6
HUM 121,122,123	
or	6
ARH 101,102,103	
GES 211,212,213	6
LANG 101-102-103	9
LANG 201,202,203	9
SCI 210	2
SCI 221,222,223	6
Social Science Elective	2
General Studies Elective	<u>2</u>
	<u>=</u>
	48

Arts Requirements for a Bachelor of Fine Arts Degree in Modern

First Year		Second Year		Third Year		Fourth Year	
DAN 101,102,103	9	DAN 201,202,203	9	DAN 301,302,303	9	DAN 401,402,403	9
Modern Tech.		Modern Tech.		Modern Tech.		Modern Tech.	
DAN 104,105,106	6	DAN 204,205,206	6	DAN 304,305,306	6	DAN 404,405,406	6
Ballet Tech.		Ballet Tech.		Ballet Tech.		Ballet Tech.	
		DAN 130	1	DAN 230	1		
		Introd. to		Adv. Make-Up			
		Make-Up					
DAN 120,220	2	DAN 251,252,253	3	DAN 131,132,133	3	DAN 141,142,143	3
Character		Music History		Adagio		Jazz**	
		Survey					
DAN 137,138,139	3	DAN 161,162,163	6	DAN 269	2	DAN 499	6
Tech. Theatre		Dance History		20th Century Dance		Sr. Recital*	
& Prod. Crew							
DAN 151,152,153	3	DAN 271,272,27	6	DAN 374	2	DAN 400	9
Fund. of Music		Composition		Improvisation		Performing*	
DAN 173	2	DAN 274,275,276	6	DAN 381,382	4		
Composition		Improvisation		Repertory			
DAN 174,175	4	DAN 281,282,283	6	DAN 191,192	4		
Improvisation		Repertory		Kinesiology			
DAN 183	2	DAN 320	1				
Repertory		Character					
Arts Credits	<u>31</u>		<u>44</u>		<u>31</u>		<u>33</u>

TOTAL ARTS CREDITS: 139

*Senior recital and
Performing are to be taken
all three semesters.

Modern

GES	101,102,103	6
HUM	121,122,123	
	or	6
ARH	101,102,103	
GES	211,212,213	6
LANG	101-102-103	9
SCI	210	2
SCI	221,222,223	6
Social Science Elective		2
General Studies Electives		11
		==
Total		48

DANCE COURSE DESCRIPTIONS

DAN 101,102,103; DAN 201,202,203; DAN 301,302,303; DAN 401,402,403 Ballet Technique (Ballet Majors) (3 Credits per Term) Fundamentals of ballet technique and practice, including barre and center floor work.

DAN 101,102,102; DAN 201,202,203; DAN 301,302,303; DAN 401,402,403 Modern Technique (Modern Majors) (3 Credits per Term) Basic technique of modern dance including barre work, center work, floor work, isolation falls and recoveries, contraction and release.

DAN 105,106; DAN 204,205,206; DAN 304,305,306; DAN 404,405,406 Ballet Technique (Non-Majors) (2 Credits per Term) Fundamentals of ballet technique and practice including barre and center floor work.

DAN 104,105,106; DAN 204,205,206; DAN 304,305,306; DAN 404,405,406 Modern Technique (Non-Majors) (2 Credits per Term) Basic technique of modern dance including barre work, center work, floor work, isolation, falls and recoveries, contraction and release. Two years required for ballet majors; may be taken for elective credit third and fourth years.

DAN 100,200,300,400 Performing (3 Credits per Term) Students will be chosen for performances based on their ability by the Dean of Dance and a panel of faculty. They will appear in either workshops or public performances. Four semesters are required of Ballet Majors, and three semesters of DAN 400 for Modern Majors.

DAN 111,112,113; DAN 211,212,213; DAN 311,312,313; DAN 411,412,413 Pointe/Variations (2 Credits per Term) Basic technique of ballet on pointe. Variations from classical ballets will be introduced to the student.

DAN 114,115,116; DAN 214,215,216; DAN 314,315,316; DAN 414,415,416 Men's Class (2 Credits per Term) A class in which special attention is given to the technical requirements of the dance as it pertains to the role of the male dancer.

DAN 120; DAN 220; DAN 320; DAN 420 Character Dance (1 Credit per Term) Basic ethnic dance styles as used in dance performance. Four terms required for Ballet Majors; three terms required for Modern Dance Majors.

DAN 130 Introductory Make-Up (1 Credit per Term) A basic make-up course for theatre and dance to prepare the student for a professional understanding of the varied techniques of stage make-up.

DAN 230 Advanced Make-Up (1 Credit per Term) An advanced make-up course which includes character, aging and hair styles to further prepare the student for a professional dancing career.

DAN 131,132,133; DAN 231,232,233; DAN 331,332,333; DAN 431,432 Adagio (Pas de Deux) (1 Credit per Term) Basic technique of partnering in dance performances. Required 4 years for ballet majors. Modern majors required to take two years.

DAN 137,138,139 Technical Theatre and Production Crew (1 Credit per Term) A series of three introductory courses in costuming, lighting and scenery, one each trimester. Basic design concepts are examined. Students learn the use of equipment and basic construction techniques. Skills and knowledge gained in technical theatre classes are utilized in actual production duties with production crew assignments being undertaken by the students. Each assignment is either as a member of a crew for a major production, or as a member of both the construction and running crews of a workshop production.

DAN 141,142,143 Jazz (1 Credit per Term) A presentation of jazz styles to broaden the student's knowledge and technique of Broadway and dance for the theatre. One year required for ballet and modern majors. Pass/Fail grade.

DAN 151,152,153 Fundamentals of Music (1 Credit per Term) A study of meters, rhythms, phrase shapes and musical forms. Analysis of masterworks of music literature.

DAN 251,252,253 Music History Survey (1 Credit per Term) Study of basic musical forms from the Baroque, Classical, Romantic and Contemporary periods as they apply to the needs and functions of the creative and performing process in dance.

DAN 161,162,163 Dance History Survey (2 Credits per Term) Introduction to concepts of studying dance history; cultural context, chronology, etc. Overview of early dance history; Egypt, Greece, Rome, medieval, etc. Development of theatrical dance in Western Europe; ballet. Developments in twentieth century dance; American modern dance, European modern dance, modern ballet.

DAN 171,172,173; DAN 271,272,273; DAN 371,372,373; DAN 471,472,473 Dance Composition (2 Credits per Term) Principles of techniques of choreography for modern majors. Required for two years. Elective third and fourth years.

DAN 174,175,176; DAN 274,275,276; DAN 374,375,376 Improvisation (2 Credits per Term) Improvisation offers students a deep exploration of movement which acts to extend their choreographic vocabulary for dance composition. It also offers the opportunity to develop sensitivity working with groups in an instant "performance" situation.

DAN 181,182,183; DAN 281,282,283; DAN 381,382,383 Repertory (2 Credits per Term) A study of works either by resident or guest choreographers from the present and/or classic repertoire.

DAN 191 Kinesiology (2 Credits per Term) A study of the mechanics of the body to help the students apply their knowledge of anatomy of the moving dancer's body. Prerequisites: Human Anatomy and Physiology SCI 221,222,223.

DAN 192 Kinesiology (2 Credits per Term) To develop further the study of body mechanics begun in DAN 191, including body mechanics and analysis of movement, body conditioning.

DAN 267 Renaissance Dance Student will learn to perform dances of the Renaissance period; and will develop understanding of the history of the period as it relates to dance. The student will learn to use dance manuals from the period. Required for Ballet majors, and elective for Modern majors. Prerequisite: Dance History Survey: DAN 161,162,163.

DAN 268 Baroque Dance (2 Credits per Year) Student will learn to perform dances of the Baroque period and shall develop an understanding of the history of the period as it relates to dance and learn to use dance manuals of the period. Required for ballet majors, an elective for modern dance majors. Prerequisite: Dance History Survey: DAN 161,162,163.

DAN 269 Twentieth Century Dance History (2 Credits per Year) This course provides an in-depth study of selected topics in 20th century dance history. Required for Ballet and Modern Dance Majors. Prerequisite: Dance History Survey: DAN 161,162,163.

DAN 199,299,399 Directed Studies (3 Credits per Year) Based on technical proficiency, students may be selected for special projects such as performing with the North Carolina Dance Theatre, modules or additional performances away from the school which would require additional work and time from the regular curriculum. No more than 3 credits per year. Pass/Fail grade. Prerequisite: Technical proficiency.

DAN 365 Choreographic Styles (2 Credits) Course is designed to bridge the gap between dance history and technique classes. This is achieved by participating in performances of classic, modern, and contemporary repertoire. Requirement for ballet majors.

DAN 499 Senior Recital (2 Credits per Term) All graduating seniors in modern dance are required to choreograph a work. Those designated for public performance on the senior recital program shall be juried by the dance faculty.

ATTENDANCE POLICY

All students shall attend regularly and punctually all classes in which they are enrolled.

It has been established that in order to receive a grade for a dance class, a student must participate in at least 75% of the classes. If he/she does not, then he/she will receive a failing grade. However, if the student is out due to injury or illness, then on the advice and counsel of the Dean, dropping of the course may be permitted.

No student should miss a dance class due to a doctor's appointment or conference with a general studies teacher without special permission from the Dean. All appointments must be scheduled around the student's dance and academic classes.

No student will be permitted any unexcused absences during Intensive Arts. If he/she has just one unexcused absence then his/her technique grade for the fall term will be lowered one letter grade. If someone is injured and cannot take classes, then as usual, the student must observe class. Being injured and not being able to take class will not affect a student's fall term technique grade. It is only unexcused absences that will cause the grade to be lowered.

Excused Class Absences

1. Illness/Injury

Students who are ill or injured must report to the Infirmary prior to class time when they are not able to go to class. A visit to the Infirmary does not automatically excuse a student from class. A student is either told by the Infirmary that he/she is "confined" (which means confined to bed/bedrest) or the student is told to go to class. If a student feels ill but was not "confined" by the Infirmary, the student must consult with each dance teacher he/she has that day about being excused from class.

This applies to both on and off-campus students. Telephone calls are not sufficient.

ALL STUDENTS WHO ARE NOT CONFINED TO BED MUST OBSERVE THEIR DANCE CLASSES. If a student was supposed to observe class and does not, this absence will be considered unexcused. (A teacher can excuse a student from observing class.)

2. Personal Reasons

Absences for personal reasons such as religious holiday, family emergencies, weather, transportation problems, etc. will be considered by the Dean on an individual

basis, upon presentation of a written statement from a parent or guardian. To be given consideration, the written statement must be submitted at least a week prior to departure, if the absence is planned. If the absence is due to an emergency, the written statement must be submitted to the Dean on the day the student returns to class.

3. Early Departure

Students who find it necessary to depart from School before the official end of a term must have their parent or guardian send the Dean a letter of request, stating dates and reason for early departure. This request must be submitted to the Dean at least one week prior to the proposed departure date. If the request is approved, the student must process the necessary clearance forms. Travel plans are not a valid reason for early departure.

4. Late Return/Late Registration

All students who cannot be present on the scheduled term registration date must notify the Dance Office and the Registrar in advance. Dance classes missed will be considered as unexcused absences unless permission to arrive late is given by Dean Lindgren. In order for the absences to be excused, written documentation of the reason for the student's late return/late registration must be presented to the Dean before the day of registration.

Absences Without Excuse

Dance students are not allowed to cut classes. If a student receives more than three unexcused absences in any class, the grade he/she receives from his/her teachers will be dropped by one letter grade.

WITHDRAWAL OR DISMISSAL FROM SCHOOL

In certain cases, such as serious illness or injury, where the student cannot participate in his/her dance classes for an extended amount of time, it may be recommended that the student withdraw from the School of the Arts.

Non-attendance in dance classes for reasons other than illness or injury is unacceptable and reason for dismissal from the School.

THE SCHOOL OF DESIGN AND PRODUCTION

Recognizing the importance of designers and craftsmen as collaborative artists and artisans in the performing arts, the School of Design and Production offers a unique and comprehensive program of instruction and practice in theatrical design, production management, and theatre crafts. Students and faculty design and execute the sets, properties, costumes, lighting, and manage all production aspects for more than 20 shows a year. Design and Production works hand in hand with Dance, Drama, and Music in mounting all their operas, musicals, plays, ballets, and modern dance concerts.

Students may enroll in the Arts Diploma program, the undergraduate (BFA) degree program, or the graduate (MFA) degree program.

Administration of Design and Production

John Sneden, Dean of the School of Design and Production (1970)
A.B., M.A., University of North Carolina at Chapel Hill

Scott W. Templin, Assistant Dean (1973); B.A., University of California at Santa Barbara; M.F.A., California Institute of the Arts

Clyde Fowler, Director of Visual Arts (1975)
B.F.A., Virginia Commonwealth University

Faculty

**John Lee Beatty, Scenic Design (1985); B.A., Brown University, M.F.A., Yale University

Diane Berg, Costume Shop Manager, Costuming (1986); B.A., West Virginia University, M.F.A., University of North Carolina at Greensboro

Pamela Chapklin, Color & Design, 3-D Design (1982)
B.F.A., Syracuse University; M.F.A., Tyler School of Art, Temple University

Martha Dunigan, Visual Arts; Sculpture, Ceramics (1974)
B.A., Oberlin College; M.F.A., University of North Carolina at Greensboro

Clyde Fowler, Jr., Drawing, Advanced Drawing (1975); B.F.A., Virginia Commonwealth University

Henry Grillo, Stagecraft, Theatre Technology (1983) B.A., Cornell University; M.F.A., Carnegie-Mellon University

Jim A. Hobbs, Coordinator, Lighting Program; Lighting Design, Stage Management (1983) B.A., American University; M.F.A., Linderwood College

James Hullihan, Stagecraft, Welding, Lighting (1983) B.A., Depauw University; M.A., University of Cincinnati; M.F.A., University of Washington

Howard C. Jones, Resident Scenic Artist, Scene Design (1982) B.A., William Jewell College

Harvey Livingston, Make-Up Artist, Wig Specialist (1986)

Donato Moreno, Graduate Program Advisor, Design, Rendering, Painting, Drawing (1984) B.A., American University; M.F.A., Cornell University

Mark Pirollo, Coordinator, Costume Program, Costume and Scene Design (1972) B.F.A., Carnegie-Mellon University

David Ramsey, Coordinator, Technical Production Program, Technical Direction, Furniture (1979); B.S., Plymouth State College; M.F.A., University of North Carolina at Greensboro

James R. Riggs, Coordinator, Stage Management Program (1984) B.F.A., Carnegie-Mellon University

Scott Templin, Sound Design, Lighting, Computers (1973); B.A., University of California at Santa Barbara; M.F.A., California Institute of the Arts

Christine Turbitt, Costume Design, Costume History, Costume Construction (1974); B.A., University of California-Berkeley; M.F.A., University of California-Irvine

Bland Wade, Properties Manager, Stage Properties, Crafts(1986); B.F.A., North Carolina School of the Arts

** Visiting faculty

Staff

Margaret Pope, Administrative Secretary (1970)

Jeannine Patterson, Secretary (1980)

Jannie Davis, Wardrobe Manager (1980)

THE UNDERGRADUATE PROGRAM

The four-year undergraduate professional training program is open to college students who wish to concentrate in:

Scene Design

Costume Design/Construction

Lighting Design

Technical Production (including stage carpentry, stage electronics, painting, properties, crafts, and technical direction.)

Stage Management

Students may pursue either the Bachelor of Fine Arts Degree or the Arts Diploma.

Transfer Students

Transfer students are placed according to ability and experience at the discretion of the Dean, following review of prior courses and interviews with faculty members. Where applicable, placement tests will be administered and appropriate advanced credit will be given. A transfer student must spend a minimum of two years at the School of the Arts to qualify for the Bachelor of Fine Arts in Design and Production.

Supplies and Materials

Students are personally responsible for obtaining their own supplies and equipment for classes and crew, i.e., drafting equipment, shop hand tools, drawing and design supplies, as well as required (or recommended) textbooks for courses. Expenditures will be heaviest during the first year, as students make major investments that they will use for the rest of their professional careers. Students not already owning some of the major equipment and supplies needed should be prepared to spend between \$300 and \$500 during the early part of their first year.

Apprenticeship

Students in their fourth year may, with the permission of the Dean and the approval of the faculty, receive credit for one or two terms of arts courses for apprenticeship in a professional company. These students continue to pay regular tuition at the North Carolina School of the Arts.

Continuance in the Program

To remain in the program, the student must maintain a cumulative 2.0 average in both general studies and arts courses through the first year, and in the following years, an average of 2.0 in general studies courses and 2.5 in arts courses. In addition, students are evaluated

by the faculty each term and are invited to continue in the program only so long as they demonstrate substantial growth toward artistic excellence.

Grading System

Indication of student achievement is provided by the following grades and assigned quality points:

A (4.0)	Excellent
B (3.0)	Good
C (2.0)	Average
D (1.0)	Poor
F (0.0)	Failing
I	Incomplete

Bachelor of Fine Arts Degree Requirements

125-145 credit hours in Design and Production courses (must include 48 credit hours in Production.)

36 credit hours in General Studies courses (must include (GES 101, 102, 103; GES 211, 212, 213; THH 141, 142, 143; LIT 290; one Math/Science elective; one Social Science elective; one Literature/Philosophy elective.) ARH 101, 102, 103 is required to make a formal portfolio presentation to the entire faculty during the last term of the senior year in order to graduate.

Arts Diploma Requirements

All Design and Production courses for the Bachelor of Fine Arts Degree are required for the Arts Diploma. Additional General Studies courses may be taken, but are not required. 125-145 credits in Design and Production courses must include 148 credit hours in Production. Each candidate for the Arts Diploma is required to make a formal portfolio presentation to the entire faculty during the last term of the senior year in order to graduate.

UNDERGRADUATE COURSE REQUIREMENTS

SCENE DESIGN OPTION (Minimum Requirements)

1ST YEAR	FALL	WINTER	SPRING
DEP 100 (Production)	4	4	4
DEP 110,120,130 (Fundamentals)	1	1	1
DEP 141,142,143 (Drafting)	2	2	2
DEP 151,152,153 (Color & Design)	2	2	2
DEP 161,162,163 (Drawing)	2	2	2
GES 101,102,103 (Critical Perspect)	2	2	2
ARH 101,102,103 (Art History)	2	2	2
_____,_____,_____ (GES Electives)	<u>2</u>	<u>2</u>	<u>2</u>
	==	==	==
CREDIT HOURS:	17	17	17

2ND YEAR			
DEP 200 (Production)	4	4	4
DEP 154 (3-D Design)	2		
DEP 174,175,176 (History of Decor)	2	2	2
DEP 211,212,213 (Scene Painting I)	2	2	2
DEP 217,218,219 (Stagecraft)	2	2	2
DEP 251,252 (Scene Design (2	2
DEP 254,255,256 (Studio Painting I)	2	2	2
DEP 264,265,266 (Adv. Drawing I)	2	2	2
THH 141,142,143 (Theatre History)	<u>2</u>	<u>2</u>	<u>2</u>
	==	==	==
CREDIT HOURS:	18	18	18

3RD YEAR			
DEP 300 (Production)	4	4	4
DEP 311,312,313 (Scene Painting II)	2	2	2
DEP 354,355,356 (Studio Painting III)	2	2	2
DEP 358 (Scene Design II)	2	2	2
DEP 364,365,366 (Adv. Drawing II)	2	2	2
GES 211,212,213 (Western Thought)	2	2	2
_____,_____,_____, (GES Electives)	<u>2</u>	<u>2</u>	<u>2</u>
	==	==	==
CREDIT HOURS:	16	16	16

4TH YEAR			
DEP 400 (Production)	4	4	4
DEP 231,232,233 (Lighting Design I)OR			
261,262,263 (Costume Design I)	2	2	2
DEP 454,455,456 (Rendering)	1	1	1
DEP 458 (Scene Design III)	<u>2</u>	<u>2</u>	<u>2</u>
	==	==	==
CREDIT HOURS:	9	9	9

GENERAL STUDIES ELECTIVES: Must include LIT 290 (Dramatic Literature), one MATH or SCIENCE course, one SOCIAL SCIENCE course, and one LITERATURE or PHILOSOPHY course.

COSTUME DESIGN OPTION (Minimum Requirements)

1ST YEAR	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
DEP 100 (Production)	4	4	4
DEP 110,130 (Sc./Lt. Fundamentals)	1		1
DEP 141 (Drafting)	2		
DEP 151,152,153 (Color & Design)	2	2	2
DEP 161,162,163 (Drawing)	2	2	2
DEP 221,222,223 (Costume Constr. I)	2	2	2
GES 101,102,103 (Critical Perspect.)	2	2	2
ARH 101,102,193 (Art History)	2	2	2
_____,_____,_____ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	19	16	17

2ND YEAR			
DEP 200 (Production)	4	4	4
DEP 171,172,173 (Costume History)	2	2	2
DEP 254,255,256 (Studio Painting I)	2	2	2
DEP 261,262,263 (Costume Design I)	2	2	2
DEP 264,265,266 (Adv. Drawing I)	2	2	2
DEP 321,322,323 (Costume Constr.II)	2	2	2
THH 141,142,143 (Theatre History)	2	2	2
GES 211,212,213 (Western Thought)	2	2	2
	==	==	==
CREDIT HOURS:	18	18	18

3RD YEAR			
DEP 300 (Production)	4	4	4
DEP 174,175,176 (History of Decor)	2	2	2
DEP 354,355,356 (Studio Painting II)	2	2	2
DEP 364,365,366 (Adv. Drawing II)	2	2	2
DEP 368 (Costume Design II)	2	2	2
DEP 421,422,423 (Costume Constr.III)	2	2	2
_____,_____,_____ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	16	16	16

4TH YEAR			
DEP 400 (Production)	4	4	4
DEP 231,232,233 (Lighting Design I) <u>OR</u>			
251,252,253 (Scene Design II)	2	2	2
DEP 454,455,456 (Rendering)	1	1	1
DEP 468 (Costume Design.III)	2	2	2
	==	==	==
CREDIT HOURS:	9	9	9

GENERAL STUDIES ELECTIVES: Must include LIT 290 (Dramatic Literature), one MATH or SCIENCE course, one SOCIAL SCIENCE course, and one LITERATURE or PHILOSOPHY course.

LIGHTING DESIGN OPTION (Minimum Requirements)

1ST YEAR	FALL	WINTER	SPRING
DEP 100 (Production)	4	4	4
DEP 110,120,130 (Fundamentals)	1	1	1
DEP 141,142 (Drafting)	2	2	
DEP 151,152,153 (Color & Design)	2	2	2
DEP 161,162,163 (Drawing)	2	2	2
GES 101,102,103 (Critical Perspect.)	2	2	2
____,____,____ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	15	15	13

2ND YEAR			
DEP 200 (Production)	4	4	4
DEP 181,182,183 (Sound & Electronics)	2	2	2
DEP 217,218,219 (Stagecraft)	2	2	2
DEP 231,232,233 (Lighting Design I)	2	2	2
DEP 234,236 (Stage Electrics)	2		2
THH 141,142,143 (Theatre History)	2	2	2
GES 211,212,213 (Western Thought)	2	2	2
	==	==	==
CREDIT HOURS:	16	14	16

3RD YEAR			
DEP 300 (Production)	4	4	4
DEP 154 (3-D Design)	2	2	2
DEP 157,167 (Scene/Costume Design-NM)		2	2
DEP 174,175,176 (History of Decor)	2	2	2
DEP 338 (Lighting Design II)	2	2	2
DEP ____,____,____ (Electives)*	2	2	2
____,____,____ (GES Electives)	2	2	2
____,____,____ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	16	16	16

4TH YEAR			
DEP 400 (Production)	4	4	4
DEP 438 (Lighting Design III)	2	2	2
DEP ____,____,____ (Electives)*	2	2	2
	==	==	==
CREDIT HOURS:	8	8	8

GENERAL STUDIES ELECTIVES: Must include 290 (Dramatic Literature), one MATH or SCIENCE course, one SOCIAL SCIENCE course, and one LITERATURE or PHILOSOPHY course.

*MUST HAVE ADVISOR'S APPROVAL

TECHNICAL PRODUCTION OPTION (Minimum Requirements)

1ST YEAR	FALL	WINTER	SPRING
DEP 100 (Production)	4	4	4
DEP 110,120,130 (Fundamentals)	1	1	1
DEP 141,142,143 (Drafting)	2	2	2
DEP 151,152,153 (Color & Design)	2	2	2
DEP 214,215,216 * (Metalworking)	2	2	0/2
GES 101,102,103 (Critical Perspect.)	2	2	2
_, ___, ___ (GES Electives)	2	2	2
	--	--	--
CREDIT HOURS:	15	15	13/15

*DEP 216 not required, but taken with permission of instructor.

2ND YEAR			
DEP 200 (Production)	4	4	4
DEP 217,218,219 (Stagecraft)	2	2	2
DEP 241,242,243 (Furniture)	2	2	2
DEP ___, ___, ___ (Electives)**	2	2	2
DEP ___, ___, ___ (Electives)**	2	2	2
THH 141,142,143 (Theatre History)	2	2	2
GES 211,212,213 (Western Thought)	2	2	2
	==	==	==
CREDIT HOURS:	16	16	16

3RD YEAR			
DEP 300 (Production)	4	4	4
DEP 137,157,167* (Design for NM)	2	2	2
DEP 181,182,183 (Sound & Electron.) OR			
247,248,249 (Stage Properties)	2	2	2
DEP ___, ___, ___ (Electives)**	2	2	2
DEP ___, ___, ___ (Electives)**	2	2	2
___, ___, ___ (GES Electives)	2	2	2
___, ___, ___ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	16	16	16

*Students having taken DEP 231-2-3- are exempt from DEP 137.

4TH YEAR			
DEP 400 (Production)	4	4	4
DEP 341,342,343 (Production Mgmt.) OR			
electives (w/Advisor's approval)	2	2	2
DEP 417,418,419 (Sr. Tech. Studies)	2	2	2
	==	==	==
CREDIT HOURS:	8	8	8

GENERAL STUDIES ELECTIVES: Must include LIT 290 (Dramatic Literature), one MATH or SCIENCE course, one SOCIAL SCIENCE course, and one LITERATURE or PHILOSOPHY course.

**DEP ELECTIVES: 161-2-3 (Drawing); 174-5-6 (History of Decor); 181-2-3 (Sound & Electronics); 211-12-13 (Scene Painting I); 214-15-16 (Metalworking); 231-2-3- (Lighting Design); 234-5-6 (Stage Electrics); 247-8-9 (Stage Properties); 264-5-6 (Adv. Drawing); 311-12-13 (Scene Painting II); 314-15-16 (Adv. Theatre Tech.); 317-18-19 (Technical Direction). MUST HAVE ADVISOR'S APPROVAL.

STAGE MANAGEMENT OPTION (Minimum Requirements)

1ST YEAR	FALL	WINTER	SPRING
DEP 100 (Production)	4	4	4
DEP 110,120,130 (Fundamentals)	1	1	1
DEP 141,142 (Drafting)	2	2	
DEP 151,152,153 (Color & Design)	2	2	2
DEP 161,162,163 (Drawing)	2	2	2
DEP 310 (Computer)			2
GES 101,102,103 (Critical Perspect.)	2	2	2
_____,_____,____ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	15	15	15

2ND YEAR

DEP 200 (Production)	4	4	4
DEP 181,182,183 (Sound & Electronics)	2	2	2
DEP 231,232,233 (Lighting Design I)	2	2	2
DEP 291,292,293 (Stage Mgmt. I)	2	2	2
THH 141,142,143 (Theatre History)	2	2	2
GES 211,212,213 (Western Thought)	2	2	2
	==	==	==
CREDIT HOURS:	14	14	14

3RD YEAR

DEP 300 (Production)	4	4	4
DEP 157,167 (Scene/Costume Design-NM)		2	2
DEP 341,342,343 (Production Mgmt.)	2	2	2
DEP 391, 392,393 (Stage Mgmt.II)	2	2	2
DEP _____ (Electives)*	2	2	2
_____,_____,____ (GES Electives)	2	2	2
_____,_____,____ (GES Electives)	2	2	2
	==	==	==
CREDIT HOURS:	14	16	16

4TH YEAR

DEP 400 (Production)	4	4	4
DEP 498 (Stage Mgmt. Seminar)	2	2	2
DEP _____ (Electives)*	2	2	2
DEP _____ (Electives)*	2	2	2
	==	==	==
CREDIT HOURS:	10	10	10

GENERAL STUDIES ELECTIVES: Must include LIT 290 (Dramatic Literature), one MATH or SCIENCE course, one SOCIAL SCIENCE course, and one LITERATURE or PHILOSOPHY course.

*DEP ELECTIVES: 171-2-3 (Costume History); 174-5-6 (History of Decor); 217-18-19 (Stagecraft); 221-2-3 (Costume Construction); 247-8-9 (Stage Properties). MUST HAVE ADVISOR'S APPROVAL

General Studies Requirements (B.F.A. program)

Costume and Scene Design

GES 101, 102, 103	6
GES 211, 212, 213	6
THH 141, 142, 143	6
LIT 290	2
ARH 101, 102, 103	6
Social Science Elective	2
Math/Science Elective	2
*General Studies Elective	<u>6</u>
	<u>=</u>
Total	36

* Of these elective courses, at least one must be in Literature or Philosophy. Exceptions to this requirement are approved by the Assistant Director (College) or Dean of General Studies.

Lighting Design, Stage Management, Technical Production

GES 101, 102, 103	6
GES 211, 212, 213	6
THH 141, 142, 143	6
LIT 290	2
Social Science Elective	2
Math/Science Elective	2
*General Studies Electives	<u>12</u>
	<u>=</u>
Total	36

* At least half of these elective hours are to be distributed among courses in Humanities; of the Humanities courses chosen, at least one must be in Literature or Philosophy. Exceptions to this requirement are approved by the Assistant Dean (College) or Dean of General Studies.

THE GRADUATE PROGRAM

A Master of Fine Arts Degree is offered in the following areas:

Scene Design
Costume Design
Costume Technology
Technical Direction

The MFA Degree is earned in a three year conservatory program where extensive classroom and studio work is balanced with practical production experience. Studio and production assignments escalate in scale and complexity to prepare students to take full responsibility for productions as designers and technicians during the last two years of the program.

Classes are small and the eighteen-member resident faculty of working professionals are full-time participants in the training program. Guidance and evaluation are regularly given by the faculty to each student throughout the three-year program. As part of the training process, the faculty occasionally participates in NCSA productions as designers and technicians. Guest master teachers add to the curriculum with workshops in specialized areas. The studio and production work in which students participate is of the highest professional level in both design creativity and technical execution.

GRADUATE DEGREE REQUIREMENTS

To be eligible for the degree, a student must successfully complete a minimum of 60 semester hours of graduate credit. Students will be placed in classes according to their abilities demonstrated by their portfolio, placement tests, or courses taken previously as indicated by transcripts. Most students will need three years to complete the program.

Grading System

Indication of graduate student achievement is provided by the following grades and assigned quality points:

A (4.0)	Excellent
B (3.0)	Good
C (2.0)	Average
F (0.0)	Failing
I	Incomplete
S	Satisfactory (for thesis only)

There is no grade of "D" at the graduate level.

A graduate student may accumulate a maximum of eight (8) credit hours of the grade of "C" and remain enrolled in the graduate program. A graduate student receiving a grade of "F" in any course will be dropped from the program. No student will receive an MFA with a grade of Incomplete.

Portfolio Review

A portfolio showing will be made at the end of the year with a final Portfolio Review before the full faculty at the end of the term in which graduation occurs. Evaluation of career potential will be an ongoing process, and students will be invited to continue in the program only so long as they demonstrate substantial growth toward artistic excellence.

Thesis Requirement

In their final year, students will complete a fully documented thesis production from either a design or technical point of view. The production will actually be produced and presented before the public, and documentation will include, but not be limited to, historical period research, design concepts, renderings, color samples, paint elevations, complete construction and mechanical drawings, cost estimations, schedules, and photographs of the completed production.

Fellowships and Assistantships

Graduate students may apply for teaching fellowships or shop assistantships. Appointments are made by the dean upon faculty recommendation.

GRADUATE COURSE REQUIREMENTS

GRADUATE COSTUME DESIGN

1ST YEAR	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
DEP 600 (Production)	4	4	4
DEP 171,172,173 (Costume History)	2	2	2
DEP 254,255,256 (Studio Painting I)	2	2	2
DEP 261,262,263 (Costume Design)	2	2	2
DEP 264,265,266 (Adv. Drawing I)	2	2	2
DEP 621,622,623 (Costume Constr.)	2	2	2
GES 698 (Graduate Theatre Seminar)	1	1	1
	==	==	==
Credit Hours:	15	15	15

2ND YEAR

DEP 700 (Production)	4	4	4
DEP 174,175,176 (History of Decor)	2	2	2
DEP 231,232,233 (Lgtg. Design I) OR 251,252,253 (Scene Design I)	2	2	2
DEP 354,355,356 (Studio Painting II)	2	2	2
DEP 364,365,366 (Adv. Drawing II)	2	2	2
DEP 661,662,663 (Costume Design)	2	2	2
DEP 721,722,723 (Costume Constr.)	2	2	2
	==	==	==
Credit Hours:	16	9	9

3RD YEAR

DEP 454,455,456 (Rendering)	1	1	1
DEP 761,762,763 (Costume Design)	2	2	2
DEP 799 (Production Thesis)	4	4	4
DEP ____, ____, ____ (Electives)			
	==	==	==
	9	9	9

GRADUATE COSTUME TECHNOLOGY

1ST YEAR	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
DEP 600 (Production)	4	4	4
DEP 171,172,173 (Costume History)	2	2	2
DEP 254,255,256 (Studio Painting I)	2	2	2
DEP 261,262,263 (Costume Design)	2	2	2
DEP 264,265,266 (Adv. Drawing I)	2	2	2
DEP 621,622,623 (Costume Constr.)	2	2	2
GES 698 (Graduate Theatre Seminar)	1	1	1
	<u>15</u>	<u>15</u>	<u>15</u>

2ND YEAR

DEP 700 (Production)	4	4	4
DEP 174,175,176 (History of Decor)	2	2	2
DEP 231,232,233 (Light Design I) OR 251,252,253 (Scene Design I)	2	2	2
DEP 354,355,356 (Studio Painting II)	2	2	2
DEP 364,365,366 (Adv. Drawing II)	2	2	2
DEP 661,662,663 (Costume Design)	2	2	2
DEP 721,722,723 (Costume Constr.)	2	2	2
	<u>==</u>	<u>==</u>	<u>==</u>
	16	16	16

3RD YEAR

DEP 724,725,726 (Costume Technology)	2	2	2
DEP 799 (Production Thesis)	4	4	4
DEP ____, ____, ____ (Electives)	2	2	2
DEP ____, ____, ____ (Electives)	2	2	2
	<u>==</u>	<u>==</u>	<u>==</u>
	10	10	10

GRADUATE TECHNICAL DIRECTION

1ST YEAR	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
DEP 600 (Production)	4	4	4
DEP 141,142,143 (Drafting)	2	2	2
DEP 214,215,216 (Metalworking)	2	2	2
DEP 234,235,236 (Stage Electrics)	2	2	2
DEP 614,615,616 (Adv. Theatre Tech.)	2	2	2
DEP 698 (Graduate Theatre Seminar)	1	1	1
==	==	==	==
	11/13	11/13	11/13

*Must take or place out by exam thru the 3rd term of drafting.

NOTE: MUST PASS OUT OF OR TAKE DEP 120 (COSTUME FUNDAMENTALS) DURING THE FIRST YEAR.

2ND YEAR

DEP 700 (Production)	4	4	4
DEP 151,152,153 (Color & Design)	2	2	2
DEP 174,175,176 (History of Decor)	2	2	2
DEP 241,242,243 (Furniture)	2	2	2
DEP 617,618,619 (Technical Direction)	2	2	2
==	==	==	==
	12	12	12

3RD YEAR

DEP 611,612,613 (Scenic Art (2	2	2
DEP 641,642,643 (Theatre Prod. Mgmt.)	2	2	2
DEP 799 (Production Thesis)	4	4	4
DEP ____, ____, ____ (Electives)	2	2	2
DEP ____, ____, ____ (Electives)	2	2	2
==	==	==	==
	12	12	12

GRADUATE SCENE DESIGN

1ST YEAR	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
DEP 600 (Production)	4	4	4
DEP 174,175,176 (History of Decor)	2	2	2
DEP 254,255,256 (Studio Painting I)	2	2	2
DEP 264,265,266 (Adv. Drawing I)	2	2	2
DEP 458 (Scene Design)	2	2	2
DEP 611,612,613 (Grad. Scenic Art I)	2	2	2
DEP 698 (Graduate Theatre Seminar)	1	1	1
	==	==	==
	15	15	15

2ND YEAR

DEP 700 (Production)	4	4	4
DEP 171,172,173 (Costume History)AND 261,262,263 (Costume Design I)			
OR			
DEP 231,232,233 (Light Design I)	2	2	2
AND __,__,__(Electives)	2	2	2
DEP 354,355,356 (Studio Painting II)	2	2	2
DEP 364,365,366 (Adv. Drawing II)	2	2	2
DEP 651,652,653 (Scene Design)	2	2	2
DEP 711,712,173 (Grad. Scenic Art II)	2	2	2
	==	==	==
	16	16	16

3RD YEAR

DEP 454,455,456 (Rendering)	1	1	1
DEP 751,752,753 (Scene Design)	2	2	2
DEP 799 (Production Thesis)	4	4	4
DEP __,__,__(Electives)	2	2	2
	==	==	==
	9	9	9

COURSE DESCRIPTIONS

DEP 100, 200, 300, 400 Production (4 Credits Each Term)

Practical application of all phases of technical production and design. During the first year, assignments to crews and design projects will be varied to ensure broad exposure and experience. Advanced students will be assigned to the areas of their major concentration.

DEP 110 Scenery Fundamentals (1 Credit Each Term)

An introduction to the fundamentals of scenery construction, theatre rigging, tools, shop procedures, and safety.

DEP 120 Costume Fundamentals (1 Credit Each Term)

An introduction to sewing for stage costumes, including shop procedures, organization and basic techniques of pinning, marking, cutting, machine and hand sewing.

DEP 130 Lighting Fundamentals (1 Credit Each Term)

An introduction to the mechanics of stage lighting, including instrument maintenance, control boards, color media, basic electricity, and shop procedures. In addition, basic stage management and a discussion of a performing arts organizational chart will be discussed.

DEP 137 Lighting Design for Non-Majors (2 Credits Each Term)

An introduction to and survey of the principles of lighting design for the nondesigner, focusing on the history, development, function and future of lighting design for the stage.

DEP 141, 142, 143 Drafting for the Theatre (2 Credits Each Term)

Intensive training in the various elements of technical theatre and stage design graphics. Included in the first term are groundplans, elevations, sections, and orthographics. Second and third terms concentrate on lighting graphics, pictorial drawings, perspective techniques, and presentational styles. Students must successfully complete each term in sequence.

DEP 151, 152, 153 Color and Design (2 Credits Each Term)

An investigation of the basic principles of two-dimensional art and graphic forms through various media and a study of color and color theory through projects in traditional and individual expression.

DEP 154, 155, 156 3-D Design (2 Credits Each Term)

The study of three dimensional design and sculpture for the theatrical designer. Sculptural problems will be explored using various media--clay, wire, paper, wood.

DEP 157 Scene Design for Non-Majors (2 Credits Each Term)

An introduction to and survey of the principles of scene design for the nondesigner, focusing on the process of theatrical design as influenced by the western physical stage.

DEP 161, 162, 163 Drawing (2 Credits Each Term)

A practical study in developing drawing skills. Special focus is given to space, movement, perspective, and the human form.

DEP 167 Costume Design for Non-Majors (2 Credits Each Term)

An introduction to and survey of the process of costume design for the nondesigner.

DEP 171, 172, 173 Costume History (2 Credits Each Term)

A survey of clothing and accessories throughout the world from ancient times to the present.

DEP 174, 175, 176 History of Decor (2 Credits Each Term)

A survey of architecture, interiors, and furniture from ancient times to the present.

DEP 181, 182, 183 Sound and Electronics (2 Credits Each Term)

Introduction to sound and sound equipment utilized by the theatre technician in theatrical production. Consideration is given to electricity, electronics, physics of sound and equipment.

DEP 199, 299, 399, 499 Tutorials and Contracts (Credits to be Announced)

Credit is given for apprenticeships and tutorials originated by the student with faculty approval, for special projects which will significantly enrich the student's growth and development in areas not regularly covered in established courses.

DEP 211, 212, 213 Scene Painting I (2 Credits Each Term)

A study of basic techniques employed by the scenic artist. Emphasis is placed on equipment, procedure and practical application to framed scenery, drops and three-dimensional units.

DEP 214, 215, 216 Metalworking (2 Credits Each Term)

A three-term sequence exploring the use of metal as a scenic material. Concentration is on safety, tools, and the various welding and metal working processes. 214 is prerequisite to 215. Students may only enter 216 with consent of the instructor and the successful completion of 214 and 215.

DEP 217, 218, 219 Stagecraft (2 Credits Each Term)

An in-depth study of the tools and techniques of scenery construction, backstage operating systems, and construction materials.

DEP 221, 222, 223 Costume Construction (2 Credits Each Term)

A study of draping, flat patterning, and special construction techniques for period costumes, with special emphasis on adapting these techniques for practical application in theatrical costuming.

DEP 231, 232, 233 Lighting Design I (2 Credits Each Term)

Introduction to the principles, theories, and equipment employed by the lighting designer for the stage. Areas of investigation include color, light sources, control systems and script analysis.

DEP 234, 235, 236 Stage Electrics (2 Credits Each Term)

A survey of the mechanics of stage electrics and the role of the production electrician. Topics will include electrical power distribution, troubleshooting, pulling the show package, cost estimates for rental packages.

DEP 241, 242, 243 Furniture and Woodworking (2 Credits Each Term)

Practical study of the construction, upholstery, repair and refinishing of furniture for the stage, and the art of fine woodworking.

DEP 247, 248, 249 Stage Properties (2 Credits Each Term)

A study of basic procedures, techniques, and materials that can be used by the designer and technician in the construction of stage properties. Basic introduction to organization and procurement of stage properties. DEP 247 and 248 are a prerequisite to DEP 249.

DEP 251, 252, 253 Scene Design I (2 Credits Each Term)

Through projects in space analysis and fundamental design problems, the student designer will develop his sense of scale, proportion, volume and color.

DEP 254, 255, 256 Studio Painting I (2 Credits Each Term)

An introduction to acrylic and oil painting for the stage designer, and an examination of design variables through problems in landscape, still life, and figure painting.

DEP 261, 262, 263 Costume Design I (2 Credits Each Term)

An examination of the fundamental techniques of costume design through a series of historical and problem oriented projects. Emphasis will be placed on imagination, problem solving, and growth in both rendering and presentation of work. Costume History (DEP 171, 172, 173) required as a prerequisite or concurrent course.

DEP 264, 265, 266 Advanced Drawing I (2 Credits Each Term)

A studio course for the stage designer to develop skills in various media (pencil, charcoal, conte, pen and ink, tempera) in exploring problems in figure drawing, perspective, drapery, etc.

DEP 281, 282, 283 Sound Design for the Theatre (2 Credits Each Term)

The application of the principles of sound and sound design for the theatre. Students will work on individual projects. Prerequisites: DEP 181, 182, 183.

DEP 291, 292, 293 Stage Management I (2 Credits Each Term)

An introduction to the fundamentals of stage management as related to current productions as well as professional union requirements. The basic techniques of the stage manager are presented, including the prompt book, rehearsal, and performance procedures. In addition, stage management forms and formats will be studied to strengthen organizational skills.

DEP 310 Computer in the Theatre (2 Credits Each Term)

A practical study of the use of the computer in the modern theatre, ranging from bookkeeping to visual aids in the design process.

DEP 311, 312, 313 Scene Painting II (2 Credits Each Term)

A review of basic processes and techniques will be the foundation for development of more complex assignments. Specialized applicators, dyes, and multi-step processes will be introduced. Studio.

DEP 314, 315, 316 Advanced Theatre Technology (2 Credits Each Term)

A continuation of Stagecraft (DEP 217-219) with special emphasis on complex problem solving and new technology. Included is a brief study of structural engineering with a concentration on problems in scenic construction and mathematical problem solving.

DEP 317, 318, 319 Technical Direction (2 Credits Each Term)

A more specific examination of theatre technology including the role of the technical director in production, rigging, special effects, equipment specifications and developments in theatre technology.

DEP 321, 322, 323 Costume Construction II (2 Credits Each Term)

Advanced projects in theatrical patterning and construction with an emphasis on developing problem solving skills. Possible subjects include corsetry, tailoring, dancewear, millinery, and soft sculpture.

DEP 338 Lighting Design II (2 Credits Each Term)

A seminar on design theories and application to different productions and theatre styles. Consideration is also given to production equipment, control systems and new developments in the field of lighting and illumination.

DEP 341, 342, 343 Theatre Production Management (2 Credits Each Term)

An investigation into the structure of theatre administration and personnel management as it relates to technical theatre, technical direction, and stage management.

DEP 354, 355, 356 Studio Painting II (2 Credits Each Term)

Projects for the stage designer in painting techniques, with an emphasis on the analysis of the masters and the interpretation of historical models in media appropriate to theatrical rendering.

DEP 358 Scene Design II (2 Credits Each Term)

A continuation in scene design projects with emphasis on historical periods and various theatrical forms, such as opera, ballet and musicals.

DEP 364, 365, 366 Advanced Drawing II (2 Credits Each Term)

A continuation of Advanced Drawing I. See DEP 264-5-6.

DEP 368 Costume Design II (2 Credits Each Term)

A continuation in costume design intended to give the student the opportunity to explore its many facets from theatre to dance. All projects are geared toward a strong portfolio.

DEP 391, 392, 393 Stage Management II (2 Credits Each Term)

A course designed specifically for stage managers to increase their awareness of the training of, and problems faced by, performers, directors, choreographers, as they relate to the functions and duties of the stage manager in production.

DEP 417, 418, 419 Senior Technical Studies (2 Credits Each Term)
(2 Credits Each Term)

Group discussion and individual projects relating to current productions for the senior technicians.

DEP 421, 422, 423 Costume Construction III (2 Credits Each Term)

Advanced projects in theatrical patterning and construction with an emphasis on developing problem solving skills. Possible subjects include corsetry, tailoring, dancewear, millinery, and soft sculpture.

DEP 438 Lighting Design III (2 Credits Each Term)

A seminar on design theories and application to different productions and theatre styles. Consideration is also given to projection equipment, control systems and new developments in the field of lighting and illumination.

DEP 454, 455, 456 Rendering (1 Credit Each Term)

An advanced study of rendering techniques for the designer, with an emphasis on modes of portfolio presentation of projects drawn directly from the advanced design courses.

DEP 458 Scene Design II (2 Credits Each Term)

A continuation in scene design projects with emphasis on historical periods and various theatrical forms, such as opera, ballet, and musicals.

DEP 468 Costume Design III (2 Credits Each Term)

A continuation in costume design intended to give the student the opportunity to explore its many facets from theatre to dance. All projects are directed toward the development of a strong portfolio.

DEP 498 Stage Management III (2 Credits Each Term)

Group discussion and individual projects relating to current productions for the senior stage management student; and development of the student's skills to survive in the marketplace.

DEP 600, 700 Graduate Production (4 Credits Each Term)

Practical laboratory application of all phases of design and technical production. Students enroll each term they are in residence.

DEP 611, 612, 613 Graduate Scenic Art I (2 Credits Each Term)

Development of scene painting skills with continuing emphasis on speed and facility. Further exploration and skills development in 3-D techniques.

DEP 614, 615, 616 Advanced Theatre Technology (2 Credits Each Term)

An advanced course in scenery construction techniques and material technology with an emphasis on mathematical problem solving. A brief study of structural engineering is included, with concentration on its application to stage machinery and scenic units. In addition to regular lecture hours, an additional weekly seminar is required.

DEP 617, 618, 619 Graduate Technical Direction (2 Credits Each Term)

In-depth study of the functions and responsibilities of production and scene shop supervisors through studio/laboratory sessions.

DEP 621, 622, 623 Graduate Costume Construction I (2 Credits Each Term)

Advanced projects in theatrical patterning and construction with an emphasis on developing problem solving skills. Possible subjects include corsetry, tailoring, dancewear, millinery, and soft sculpture.

DEP 641, 642, 643 Theatre Production Management (2 Credits Each Term)

Study of general management for the theatre with emphasis on the duties of the production manager through lecture and discussion sessions.

DEP 651, 652, 653 Graduate Scene Design I Development of skills in conceptualizing the scenic design and preparing it for execution. Emphasis is placed on developing facility and speed with the designer's graphic skills and solving the design problems of multi-set productions in theatre, opera, dance, and musical theatre through lecture/discussion/critique sessions.

DEP 661, 662, 663 Graduate Costume Design I (2 Credits Each Term)

Continued development of skills needed to produce larger and larger and more complex costume design projects. In-depth involvement with complete production concepts and packages through lecture and critique sessions.

DEP 711, 712, 713 Graduate Scenic Art II (2 Credits Each Term)

Development of scene painting skills with continuing emphasis on speed and facility. Further exploration and skills development in 3-D techniques.

DEP 721, 722, 723 Graduate Costume Construction II (2 Credits Each Term)

Advanced study of costume cutting, draping, millinery, jewelry making and wig styling.

DEP 724, 725, 726 Costume Technology (2 Credits Each Term)

A series of term projects in the areas of wearable soft sculpture, wig styling, hair ventilation, mask-making, dressmaker detail and dyeing techniques, millinery, advanced draping problems.

DEP 751, 752, 753 Graduate Scene Design II (2 Credits Each Term)

Directed study in scenic design for theatre, opera, ballet, and musical theatre for the most advanced student.

DEP 761, 762, 763 Graduate Costume Design II (2 Credits Each Term)

Development of the costume design portfolio. A fully realized design for a major production.

DEP 799 Thesis (4 Credits Each Term)

Preparation and submission of a fully documented production thesis in the student's area of concentration: scene design, costume design, costume technology, or technical direction. The production will be fully produced and presented before the public. Documentation will include design concepts, research material, renderings, fabric/paint samples, elevations, complete construction and mechanical drawings, cost estimates, schedules and photographs of the completed production. With permission of the faculty, students majoring in costume technology or technical direction may substitute a research project thesis under the close supervision of their thesis advisor.

VISUAL ARTS

High School Visual Arts Program

An exploratory program which deals with visual communication and includes instruction and practice in drawing, graphics, color theory, two-dimensional design, sculpture, ceramics, and photography. These courses are supplemented by survey classes in Art History, tracing the visual arts from prehistory to contemporary philosophies. Studio assignments introduce the student to a variety of media and will also question the nature of the creative process and art objects. This is achieved through a carefully planned arts curriculum emphasizing a discipline which promotes intellectual, aesthetic, and emotional growth. The Visual Arts faculty also realizes and stresses the importance of the academic program as an integral part of each student's education. All art assignments are scheduled to allow ample time for academic studies.

Admission to the Program

This program is designed for high school juniors and seniors who have artistic interest, dedication, and enthusiasm which they wish to pursue in a structured course of study. The presentation of a portfolio (10-15 pieces of work) and an interview are prerequisites for admission. Although many students have had previous art training, this is not a requirement. Final decisions concerning admission are based on the artistic potential of each applicant, letters of recommendation, and a high school transcript.

Continuance in the Program

To remain in the Visual Arts Program, the student must maintain a 3.0 average in studio art classes and an average of 2.0 in the general studies courses. Failure to meet this requirement will result in a one-term probationary period in which the student must attain a 3.0 average in each studio art class to continue in the program. Students are evaluated by the faculty each term and are invited to continue only so long as they demonstrate substantial growth toward artistic excellence.

High School Diploma

The State of North Carolina high school diploma with special concentration in visual arts is awarded to students who satisfactorily complete the requirements of the visual arts program and of the State of North Carolina for high school graduation.

First Year Program (2 Units per Year)

Each term students will normally have two two-hour art studio classes every day, which will include drawing, fundamentals of design and color, sculpture and three-dimensional design. Classes will stress individual development and critique to develop analysis and self-evaluation.

Second Year Program (2 Units Per Year)

Daily art studio classes will continue on an advanced level, with the addition of art history, and design classes which will stress graphics, printmaking and painting.

Third Year Program (2 Units Per Year)

Having successfully completed the first two years of core art classes, students will be allowed to elect their studio classes from the advanced offerings in Visual Arts and also from the various theatrical design classes offered in the Design and Production program.

Course Offerings

VIA 011, 012, 013 Drawing

A practical study to expand the students' ability to experience and to state their world in graphic terms, and to better understand the options and obstacles that confront an individual when drawing. Projects will be designed to explore various concepts and theories of drawing, as well as to expose the student to a wide range of media and material.

VIA 014, 015, 016 Advanced Drawing

A continuation of beginning drawing, designed to help the student broaden an understanding of the concepts, potentialities and processes involved in drawing.

VIA 021, 022, 023 Design (Level I)

An introduction to the basic elements of design, focusing on the application of these elements in a series of two-dimensional projects, which involve visual problem-solving and design decision-making. A wide variety of black and white (and color) media are used.

VIA 024, 025, 026 Advanced Design (Level II)

A continuation of Level I Design stressing the refinement of technique, and further sophistication of form and content. Projects include two and three-dimensional works in many types of media.

VIA 031, 032, 033 Sculpture and Ceramics (Level I)

The first year is devoted to problems in three-dimensional design (first term) using paper, cardboard, string and other materials, leading into an introduction to sculpture (second term) using plaster, wood and other sculpture media. Third term is devoted to beginning ceramics using different techniques of hand-building. Students assist with mixing glazes and firing.

VIA 034, 035, 036 Advanced Sculpture and Ceramics

A continuation of introductory ceramics with advanced problems in hand-building. Wheel work is optional but is taught on an individual basis. Students assume more responsibility for glaze mixing and firing of the kilns.

Second term is devoted to exploring new sculptural problems and ideas using a variety of media, both traditional and experimental. Third term: Advanced studio problems in either sculpture or ceramics for half the term. Second half of the term is devoted to a senior project which will satisfy the course demands of all three art classes.

VIA 044, 045, 046 Art History

A historical survey of the development of painting, sculpture and architecture from ancient times to the 20th century as a manifestation of the cultural evolution of the Western World.

VIA 120 Introduction to Photography

An examination of the principles of black and white photography including the aesthetic balance of light and shadow with emphasis on image message and control. This course is available to advance students in the visual arts program.

Summer Session

The curriculum for this five-week program is designed to train talented students in the skills and tools of visual communication. Studio classes are carefully planned to explore the mechanical, philosophical, and intellectual aspects of the art experience in terms of the individuality of each student. Written and verbal critiques are given by the faculty to help each young artist more fully realize the potential of his or her creative abilities. Students completing the program will qualify for high school or beginning college credit.

THE SCHOOL OF DRAMA

The Four Year Professional Training Program

The fundamental aim of the School of Drama is to train students to be exciting, experienced, technically accomplished professional actors.

The course is an exacting one in which the international faculty set rigorous, yet reasonable standards. The program is a full four years of developmental training in which most major areas of western drama are examined.

The program begins with Studio 2, which is aimed at helping the student determine what makes an actor, beginning with creative and technical examination of the craft. Studios 3 and 4 have a thematic approach. In each term a certain area of drama is studied in voice, movement, period and style, fights, dances, culminating daily in a rehearsal of a play of the period. In order to develop the imaginative and technical resources of the student actor, special skills such as mime and mask work are also studied.

The Company is the final year of the program, in which the skills of working as an ensemble and an encouragement to artistic independence are developed. Senior students play a season of repertory in the School's Agnes de Mille Theatre and tour the Eastern United States for approximately six weeks.

Studio 1- A Pre-Professional Program Available to In-State Students Only

The faculty of the School of Drama recognize that many young people auditioning for the program, although indisputably talented, need certain technical preparation, maturity, and further information about theatre. It is with these problems in mind, and the recognition that it is impossible to deal with these problems while pursuing the intensive professional training, that the Studio 1 Program was instituted.

Enrollment in Studio 1 is reserved for North Carolina residents only. These students must meet the requirements specified by the North Carolina School of the Arts for general admission. Enrollment is limited to twenty students.

Studio 1 is a college level program designed to be completed by the students in one academic year, or three successive ten-week terms. It offers classes in Acting, Voice and Speech, Movement, and practical theatre background. The student will also be required to participate in the General Studies program so that a broad educational experience is assured. Students participating in Studio 1 earn college credit in both Drama and General Studies.

Administration: School of Drama

Malcolm Morrison, Dean of the School of Drama (1976);
Diploma, Rose Bruford College (London); Diploma, Theatre on
the Balustrade (Prague)

Lesley Hunt, Assistant Dean (1976); Rose Bruford College
London, England

Alan Rust, Assistant Dean (1983); B.A., Adrian College;
M.F.A., Ohio University

Faculty:

*Barbara Beattie, Singing (1982); B.M., Virginia Commonwealth
University

Yury Belov, Acting (1982); Diploma and Degreee, Lunacharsky
State University of Theatre Arts (Moscow)

*Patrick Byers, Resident Composer (1980); B.M., North
Carolina School of the Arts

Robert Francesconi, Director of Pre-Professional Program
(1983); Acting, Movement (1978); B.A., M.A., Humboldt State
University

Sydney Hibbert, Voice and Speech (1983); Licentiate, Royal
Academy of Dramatic Art (London); Licentiate, Guildhall
School of Music and Drama (London); M.A., Illinois State
University

Lesley Hunt, Voice, Speech, Period & Style, Directing (1968);
Graduate, Rose Bruford College (London)

Mollie Murray, Movement (1969)

Robert Murray, Stage Fighting, Acting, Directing (1968);
B.S., Florida State University

Cigdem Onat, Acting (1979); A.B., Robert College (Istanbul);
M.A., University of North Carolina at Chapel Hill

Martin Rader, Acting (1975); B.A., State University of New
York; M.F.A., Pennsylvania State University

Alan Rust, Voice & Speech, Directing (1976); B.A., Adrian
College; M.F.A., Ohio University

Dolores Dardarian Simonel, Singing (1971); B.S., Wayne State
University

Jared Sakren, Masks, Directing (1982); B.F.A., The Juilliard School

Tunc Yalman, Resident Director, Acting (1976); M.F.A., Yale University

* Indicates part-time faculty

Staff:

Judy Anderson, Administrative Secretary (1985)

Jeanette Hamlin, Clerk-Typist (1986)

League of Professional Theatre Training Programs:

The School of Drama at North Carolina School of the Arts is a member of the League of Professional Theatre Training Programs.

The League coordinates audition schedules of ten of the nation's major acting schools, providing students with the opportunity to audition for more than one school.

For further information on League members and coordinated audition dates, please write the school or schools in which you are interested.

Continuance in the Program:

Students are invited to continue in the program by the dean only so long as they demonstrate substantial growth toward artistic excellence.

Classification:

College students are classified according to their level of advancement in the arts program. The normal pattern of progression is one year in each level. Most entering students (college freshmen or college transfers) are placed in the first-year program. (See Advanced Placement)

Grading System:

The School of Drama uses the A,B,C,D, and F grading system. For purposes of calculating grade averages: A=4; B=3; C=2; D=1, and F=0. Grades are determined as the result of a conference of the full drama faculty.

Elective arts courses, when offered, are graded on a Pass-Fail basis.

Minimum Grade Requirements:

STUDIO 2

The freshman year is a probationary year. Students are expected to gain a 2.0 overall average each term.

STUDIO 3, STUDIO 4, THE COMPANY:

Students at each of these levels must achieve a cumulative average of at least 2.5. After grades have been considered at the end of each term, the faculty determines if a student should be placed on Arts Probation for the following term based on these criteria: (1) ability to absorb instruction (2) assessment of basic talent (3) ability to work and produce a performance. A student placed on Arts Probation who fails to meet the stated criteria in the succeeding term will not usually be invited to continue in the program.

Failing Grades

Grades of D or F in required Arts courses are failing grades and indicate a serious problem. Depending on the nature and extent of the problem, the faculty may, at its discretion, require either: (1) that the student repeat the course or a suitable alternate course, or (2) that the student repeat the year with or without a period of suspension, or (3) that the student not be permitted to continue in the program past the end of the current school year.

Evaluation (other than grades)

In addition to assigning grades as an evaluation of a student's work, each teacher is expected to provide a written comment and/or arrange an interview with each student to give specific observations about the student's work and progress. Students are encouraged to discuss with the faculty, at any time, problems and progress in their work.

Advanced Placement

Transfer arts credit from other programs and institutions is not normally given. The normal manner of acknowledging prior training is by advanced placement credit. Transfer students and entering students with substantial previous professional training may, at the discretion of the faculty, be placed in Studio 3 either at the time of admission or at the beginning of the second or third term. Students so advanced in the program are awarded commensurate advanced placement credit.

REQUIREMENTS FOR A DIPLOMA IN DRAMA

A Diploma in Drama is awarded upon completion of all arts requirements only.

REQUIREMENTS FOR A BACHELOR OF FINE ARTS IN DRAMA

Arts Course Requirements and Credit Value

	Credits Per Course	Credits Per Year
STUDIO II		
DRA 131,132,133 Technical Production	2	6
DRA 201,202,203, Acting I	2	6
DRA 211, 212,213 Voice & Speech I	2	6
DRA 214,215,216 Singing Class	1	3
DRA 221,222,223 Movement I	2	6
DRA 260 Special Techniques	2	6
		==
		33
STUDIO III		
DRA 301,302,303 Acting II	2	6
DRA 311,312,313 Voice & Speech II	2	6
DRA 314,315,316 Singing Class	1	3
DRA 321,322,323 Movement II	2	6
DRA 360 Special Techniques	2	6
DRA 300 Rehearsal & Performance	2	6
		==
		33
STUDIO IV		
DRA 401,402,403 Acting III	2	6
DRA 411,412,413 Voice & Speech III	2	6
DRA 414,415,416 Singing Class	2	6
DRA 421,422,423 Movement III	1	3
DRA 460 Special Techniques	2	6
DRA 400 Rehearsal & Performance	2	6
		==
		33
THE COMPANY		
DRA 499 Acting Ensemble	12	36
Elective Credit Values		
DRA 119 Private Singing Instruction		(1 credit per term)

General Studies Course Requirements

A total of 36 credit hours which must include the following:

GES 101,102,103:	6
GES 211,212,213:	6
THH 141,142,143	6
Lit 290	2
Social Science	
Elective	2
Math/Science	
Elective	2
*General Studies	
Electives	12
	==
	36

* At least half these elective hours are to be distributed among courses in the humanities; of the humanities courses chosen, at least one must be in literature or philosophy. Exceptions to this requirement are approved by the Assistant Dean, General Studies (College Program), or Dean of General Studies.

A 2.0 cumulative grade average is required for all general studies courses taken.

Total credits for degree:	
General Studies credits	36
Arts credits (Drama)	135
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Total (for 4 year program)	171

Additionally, those North Carolina residents invited into the STUDIO I Level are required to take the following arts courses:

STUDIO I	Credits Per Course	Credits Per Year
DRA 101,102,103 Acting Fundamentals	2	6
DRA 111,112,113 Fundamentals of Voice & Speech	2	6
DRA 114,115,116 Fundamentals of Singing	1	3
DRA 121,122,123 Fundamentals of Movement	2	6
DRA 160 Special Techniques	2	6
		==
		27

Total Credits for degree:
General Studies credits 36
Arts credits (Drama) 162

Total (For 5 Year Program) 192

COURSE DESCRIPTIONS

DRA 101,102,103 Acting Fundamentals (2 Credits Per Term)

To begin the process of developing a genuine understanding of the actor's art and the nature of the elements of which it is composed; and to explore techniques and theories essential to theatrical performance. Specific topics: improvisation, fundamentals of acting, scene study, and scene presentation.

DRA 111,112,113 Fundamentals of Voice and Speech (2 Credits Per Term)

To begin the process of developing voice and speech for the stage. Classes will stress good breathing habits, awareness of vocal capacity in terms of placement, eradication of intensive regionalism, development of awareness that the voice is a creative expressive instrument. Voice classes are designed to release tension and to find freedom of the voice in order to build a natural sound. Speech class is designed to correct speech faults dealing with articulation and to develop the voice as a working instrument.

DRA 114,115,116 Fundamentals of Singing (1 Credit Per Term)

Designed to develop relaxation, breathing, balance, and posture to train the ear and teach music fundamentals.

DRA 121,122,123 Fundamentals of Movement (2 Credits Per Term)

Designed to begin the process of developing an awareness of expressive artistic movement. Specific topics will include: Alexander Technique, jazz dance, theatre movement, mime and pantomime, gymnastics, and physical conditioning.

DRA 160 Special Techniques (2 Credits Per Term)

This course includes special classes designed to give the students added insight and experience in areas not normally included in traditional acting classes. Special topics will include: mask, audition techniques, stage combat, make-up, clowning skills, directing projects.

DRA 201,202,203 Acting I (2 Credits Per Term)

DRA 301,302,303 Acting II (2 Credits Per Term)

DRA 401,402,403 Acting III (2 Credits Per Term)

These are core courses in the Drama School.

In STUDIO 2 the student is encouraged to examine the means by which he becomes an actor, through improvisation, scene study and finally improvising a play.

STUDIO 3 begins work which is continued in STUDIO 4 in which each term's study is based around a theme, such as "Restoration Comedy" or "Theatre of the Absurd." These term themes are fully explored to reveal problems of acting in various styles and to provide the student with a comprehensive view of his craft, and its traditions. Each "theme" culminates in actual rehearsal and performance of a play in that genre.

The teaching associated with the core courses is gauged to develop creativity and imagination while providing a sound technique where the actor learns to control his performance. The balance between "instinct" and "skill" is an important part of the course.

DRA 211,212,213 Voice and Speech I (2 Credits Per Term)
DRA 311,312,313 Voice and Speech II (2 Credits Per Term)
DRA 411,412,413 Voice and Speech III (2 Credits Per Term)
These classes begin with a basic understanding of the vocal instrument and its healthy and effective use in theatre.

All aspects of technique are established and the creative and interpretive use of the voice is explored. These classes support the work done on the acting core course, and the problems of delivering various styles of drama, including verse, are seriously considered.

Individual coaching in specific dialects and specific roles is an important feature of the courses, as well as individual remedial help for those with specific problems.

DRA 214,215,216 Singing Class (1 Credit Per Term)
DRA 314,315,316 Singing Class (1 Credit Per Term)
Singing Classes are taken by all students. They include reading of music, chorus work, voice production.

DRA 414,415,416 Singing Tutorials (2 Credits Per Term)
Offered at the discretion of the singing teacher, for those students who might most benefit from them.

DRA 221,222,223 Movement I (2 Credits Per Term)
DRA 321,322,323 Movement II (2 Credits Per Term)
DRA 421,422,423 Movement III (1 Credit Per Term)
The movement training is calculated to produce flexible, strong, well-coordinated bodies which will respond easily and readily to the actors' creative demands. The work includes Jazz Dance, Alexander Technique and Stage Movement.

Mime is a special and important feature of the course in which a full examination of movement as a performing art is fully considered.

DRA 131,132,133 Technical Theatre (2 Credits Per Term)

A series of three introductory courses in each of costuming, lighting and scenery. Basic design concepts are examined. Students learn the use of equipment and basic construction techniques.

Production crew assignments are undertaken by each student during the course of the year. Each assignment is either as a member of a construction crew for a major production, a member of a running crew for a major production or a member of both the construction and running crews of a workshop production. Skills and knowledge gained in technical theatre classes are utilized in actual production duties.

DRA 300 Rehearsal and Performance (2 Credits Per Term)

DRA 400 Rehearsal and Performance (2 Credits Per Term)

The rehearsal period and performance is utilized by faculty and guest directors to extend the training of the studio into a further dimension. The actor is observed during performance and helped to maintain a growing, spontaneous and disciplined performance through the run of a production. The student is assisted in developing a responsible professional attitude and approach to the work of both rehearsal and performance.

DRA 160 Special Techniques (2 Credits Per Term)

DRA 260 Special Techniques (2 Credits Per Term)

DRA 360 Special Techniques (2 Credits Per Term)

DRA 460 Special Techniques (2 Credits Per Term)

This area includes stage fights, including the history of weapons, period and style classes dealing with social background, dances and movement and manners of various periods. Classes are also given in mask work and clowning.

DRA 499 Acting Ensemble (1 Credit Per Term)

This final year is run as a company with daily limbers, major productions, a three-play repertory and approximately six weeks of touring the Eastern United States.

In addition, classes are given in audition technique (including films and television), and master classes from distinguished members of the acting profession. All graduating students are presented in New York to managements, agents and casting directors for theatre, films, and television.

THE SCHOOL OF MUSIC

The School of Music seeks to prepare its students for careers in which they will attain the highest musical aspirations and meet the challenge of succeeding in a highly competitive profession. The program of study is designed to provide both an artistic sanctuary in which each student pursues his/her personal musical development and a professional training ground where the student is actively and realistically involved in preparing for the practical aspects of making a living as a musician.

Central to the curriculum and constant at all stages of study are private instruction and experience in public performance. Other components, such as study of music fundamentals, studies in literature and style, and other courses have been designed to provide support for and directly apply to performance.

Each student pursues his/her course of musical study with an outstanding faculty, who as professionals in their own area of expertise as performers and composers are committed to the ideals of continuing their own professional careers while, at the same time, imparting this wealth of experience and knowledge to their students.

Administration of the School of Music

Larry Alan Smith, Dean of the School of Music (1986); B.M., M.M., D.M.A., The Juilliard School

Carol Palm, Assistant Dean (1981)

Music Faculty

**Betty Allen, Voice (1978); Wilberforce University; Hartt School of Music

*Larry Almeida, Guitar (1983)
B.M., San Francisco Conservatory of Music; M.A., San Francisco State University.

Rebecca Barrow, Piano, Basic Musicianship (1965)
B.M., Millikin University; M.S., The Juilliard School.

William Beck, Voice, Opera (1969)
A.B. Duke University; M.M. Manhattan School of Music.

Frederick Bergstone, French Horn; Clarion Wind Quintet (1965)
B.M. University of Southern California

**Ronald Borrer, Trombone (1978)
B.M., M.M.A., D.M.A., Yale University.

Douglas Buys, Basic Musicianship (1985)
B.M., M.M., The Juilliard School

Philip Dunigan, Flute (1965), Clarion Wind Quintet
Studied at Juilliard; a student of Arthur Lora, Julius Baker
and William Kincaid

John Ellis, Oboe (1984); Clarion Wind Quintet
Immaculate Heart College

Richard Fiske, Basic Musicianship (1983)
B.M.E., (Pi Kappa Lambda) and B.M., Oberlin Conservatory;
M.M., Manhattan School of Music; D.M. (with distinction),
Indiana University

Walter Gray, Style and Literature (1979)
B.S. Duquesne University; M.M., University of Wisconsin;
Ph.D., University of Wisconsin

James Houlik, Saxophone (1971)
B.S., New York State University at Fredonia; M.S., University
of Illinois

James Massie Johnson, Percussion (1965)
B.M., Cincinnati Conservatory; M.M., Manhattan School of
Music

Norman Johnson, Opera (1968)
B.S., M.S., The Juilliard School

Eric Larsen, Piano (1979)
B.M. with Distinction, University of Wisconsin; M.M. and
Doctoral Study at Manhattan School of Music

Robert Listokin, Clarinet (1965) Clarion Wind Quintet
Graduate, The Juilliard School

Robert Marsh, Violoncello (1977); Razoumovsky Quartet
A.B. (magna cum laude, Regents Honor Award), M.M., Hartt
College of Music

*Raymond Mase, Trumpet (1977)
B.M. New England Conservatory of Music

Clifton Matthews, Piano (1968)
B.S., M.S., Juilliard School of Music

*David Mills, Tuba (1984)
B.M., University of Miami

*John S. Mueller, Organ and Harpsichord (1967)
B.M., Oberlin College; M.M., University of Michigan; D.M.A.,
Boston University

*Matilda Nickel, Opera Lab (1974)
B.M., M.M., American Conservatory, Chicago.

Sally Peck, Viola (1975) Attended University of Utah; member
of Razoumovsky Quartet

*Patricia Pence-Sokoloff, Harp (1968)
B.S., Westchester State University

*Peter James Perret, (1980) Conducting. Diplomes superieures
in chamber music, conducting, Conservatoire Royal de
Bruxelles; Diplomas in conducting, opera conducting, Academia
Chigiana, Siena, Italy.

Lynn Peters, Double Bass (1972)
B.M.E., M.M., Indiana University.

Mark Popkin, Bassoon (1965) Clarion Wind Quintet
A.B. Brooklyn College, M.S. Stevens Institute of Technology.

Elaine Lee Richey, Violin (1974); Razoumovsky Quartet
B.M., Oberlin Conservatory

Ronald Rudkin, Theory, Jazz (1976)
B.M. magna cum laude, East Carolina University; M.M.
University of Michigan

Sherwood Shaffer, Composition, Form & Analysis (1965)
B.M. Curtis Institute of Music; M.M. Manhattan School of
Music

Aaron Shearer, Guitar (1981); Studies at Washington State
University and Columbia School of Music

Stephen B. Shipps, Violin (1980)
B.M. with honors; M.M. ; Performer's Certificate, Indiana
University

** Visiting Faculty
* Part-time Faculty

Staff

Lois Siegrist, Administrative Secretary (1986)
Lynn Gordon, Secretary (1986)
William J. Huesman, Piano Technician (1981)

Courses of Study

The School of Music awards the Bachelor of Music Degree, the
College Diploma in Music, and the High School Diploma with a
concentration in Music.

Bachelor of Music Degree

This degree program is especially recommended for those who will wish to pursue graduate work, and for those desiring not only musical preparation, but also the added perspectives and skills developed in a liberal arts curriculum. It includes the specific general studies courses listed under the requirements for each major.

The program of study leading to the Bachelor of Music Degree consists of three phases, all of which are concurrent with private lessons and extensive performance experience.

Phase I Basic Musicianship: Development of fundamental skills in reading and interpreting notation.

Phase II Studies in style, repertoire, specialized skills courses, and electives: This phase may begin at any time after proficiency in Phase I Basic Musicianship is established.

Phase III The Final Year: A culmination of musical training and an "opening forward" to the experience of music as a profession. The individualized curriculum for each student may include: pre-professional activities, special performance projects, apprenticeship programs, courses in preparation for graduate study, career strategies for survival and success in the various branches of music, and other courses and projects. The professional expertise of the entire faculty as well as many guests, is available to the student in constructing and pursuing the course of study.

Diploma in Music (College)

The Diploma Program is designed for those who wish to concentrate entirely in musical studies. It includes all components of the music curriculum for the Bachelor of Music Degree, and requires no courses outside the School of Music. However, all voice majors in the School of Music are required to take one year each of Italian, French, and German. Students may elect or audit general studies courses after consultation with a representative of the Division of General Studies and with the approval of the Dean of Music.

High School Diploma

All pre-college students follow the full curriculum leading to the North Carolina state high school diploma (see Bulletin description for High School General Studies) with concentration in Music as follows:

Music 400 Private Instruction (every term)
and

Music 590 Studio Class (every term) 1/2 unit per year

Music 001, 002, 003 (high school)

Music 101, 102, 103 (college) Basic Musicianship (Upon completion) 1/2 unit

Music 104 Basic Form and Structure
and/or

Music 574 Chorus or Music 576 Cantata Singers (three terms)
and/or

Ensemble as assigned (every term) 1 unit per year.

Pre-college students who complete Phase I may be allowed to proceed to Phase II of the curriculum upon recommendation of the faculty and approval of the Dean of Music.

MUSIC -- Requirements by Major

BRASS

Total Credits 144

Music Minimum 108; *General Studies 36 Minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102,103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
Large and/or small ensemble as assigned minimum	3
*General Studies Requirements 2 courses per term	
GES 101,102,103	6
HUM 121,122,123	6

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 201,-205 Literature and Styles Courses	15
MUS 397 Performance Attendance	2
Large and/or small ensemble as assigned minimum	6
MUS 588 Symphonic Repertoire for Winds minimum	3
Music Electives	3
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6

Phase III

An individualized course of study to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year.

*General Studies Requirements -It is expected that all General Studies will be completed prior to admission to Phase III.

COMPOSITION PROGRAM

A full program in composition is offered on the college level. High school students develop through Phase I courses. Training is designed to develop skills for the "concert classical" rather than popular field of music. The study consists of:

A weekly private lesson: composing original music for solo (instrumental/vocal) and chamber music ensembles up to large choral and symphonic groups in the composer's own chosen "classical-modern" style.

Weekly composition techniques classes (by levels) which develop skills in handling various elements for traditional through contemporary styles of form, harmony, counterpoint, melodic and rhythmic techniques, notation practices and writing in various styles.

A weekly composition seminar (for all majors) which emphasizes additional aspects of composition plus current trends and activities locally and internationally.

Master classes and composer workshops with visiting composers (usually one per term). In the past, composers who have visited include Aaron Copland, George Crumb, Pauline Oliveros, Stuart Dempster, William Schuman, Robert Ward, Michael Colgrass, Karel Husa, John Corigliano, and John Adams.

A term jury presentation of original composition work during that term before a jury of faculty for critique and evaluation, as well as experience presenting (with analytical program notes, as well as verbal presentation) the composer's own work.

Performance of original compositions from the program is encouraged in the School of Music weekly Performance Hour, public concerts of the ONYX Contemporary Ensemble, as well as other local outlets including music for ballet, drama, and mixed media performances by NCSA series.

Composition

Total Credits 155

Music Minimum 119 *General Studies 36 minimum

Phase I	Credits
MUS 400 Composition	9
MUS 110 Composition Techniques	3
MUS 101,102,103 Basic Musicianship	6
MUS 300 (Piano) (3 terms or proficiency)	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or Cantata Singers	3
*General Studies Requirements: (2 courses per term)	
GES 101,102,103	6
HUM 121,122,123	6

Phase II	Credits
MUS 400 Composition	18
MUS 211,212,213 Instrumental Techniques for Composers	3
MUS 210 Composition Techniques	3
MUS 201-205 Literature and Styles Courses	15
MUS 300 (Piano) (3 terms or proficiency)	3
MUS 310 Composition Techniques	3
MUS 314 Orchestration	6
MUS 317 Instrumental Conducting or 377 Choral Conducting	6
MUS 301-305 Form and Analysis	5
MUS 397 Performance Attendance	2
MUS 574 Chorus or 576 Cantata Singers	3
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6
Electives	6
(2 courses per term year 2)	
Electives	12

MUS 104 is not required of composition majors

Phase III

An individualized course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. It is expected that all General Studies will be completed prior to admission of Phase III.

Guitar

Total Credits 138

Music minimum 102 *General Studies 36 minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102,103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
Small ensemble as assigned minimum	1-3
MUS 327 Guitar Pedagogy	3
*General Studies Requirements: (2 courses per term)	
GES 101,102,103	6
HUM 121,122,123	6

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio class	6
MUS 201-205 Literature and Styles Courses	15
MUS 221,222,223 Guitar Literature	3
MUS 397 Performance Attendance	2
MUS electives	3
Small ensemble as assigned minimum	2-6
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6
Electives	6
(2 courses per term year 2)	
Electives	12

Phase III

An individualized course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Harp

Total Credits 144

*General Studies: 36 Minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102,103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 300 (Piano) (3 terms or proficiency)	1
MUS 397 Performance Attendance	
MUS 574 Choral or 576 Cantata Singers	3
*General Studies Requirements: (2 courses per term)	6
GES 101,102,103	6
HUM 121,122,123	

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590	6
MUS 300 (Piano)3 terms or proficiency)	3
MUS 201-205 Literature and Style Courses	15
MUS 397 Performance Attendance	2
Large and/or small ensemble as assigned minimum	3
MUS Electives	6
*General Studies Requirements:: (2 courses per term year 1)	
GES 211,212,213	6
Electives	6
(2 courses per term year 2)	
Electives	12

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Organ

Total Credits 148

Music Minimum 112 General Studies: 36 Minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102, 103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
MUS 300 (Piano)	3
*General Studies Requirements: (2 courses per term)	
GES101,102,103	6
HUM 121,122,123	6

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 574 Chorus or 576 Chamber Chorus	3
MUS 201-205 Literature and Styles Courses	15
MUS 158 Accompanying	3
MUS 397 Performance Attendance	2
MUS 377 Choral Conducting	6
MUS 131,132 Organ Literature and History (required) plus 2 of the following four 133,231,232,233	2 2
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Percussion

Total Credits 141

Music minimum 105 General Studies: 36 minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102,103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
Large and/or small ensemble and Percussion Ensemble as assigned minimum	3
*General Studies Requirements: (2 courses per term)	
GES 101,102,103	6
HUM 121,122,123	6

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 201-205 Literature and Style Courses	15
MUS 397 Performance Attendance	2
Large and/or small ensemble and Percussion Ensemble as assigned minimum	6
MUS Electives	3
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to the phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Piano

Total credits 143

Music minimum 107 General Studies: 36 minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102, 103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
Chamber Music as assigned minimum	1-3
*General Studies Requirements:	
(2 courses per term)	6
GES 101,102,103	6
HUM 121,122,123	

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
Accompanying (Music 158 or 258)	3
MUS 201-205 Literature and Style Courses	15
MUS 151,152,153, 251,252 Piano Literature	5
MUS 397 Performance Attendance	2
Chamber Music as assigned minimum	2-6
Music Electives	3
*General Studies Requirements:	
(2 courses per term year 1)	
GES 211,212,213	6
Electives (2 courses per term year 2)	6
Electives	12

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Saxophone

Total Credits 138

Music Minimum 102

General Studies: 36 minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	
MUS 101,102,103 Basic Musicianship	3
	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus	
or 576 Cantata Singers	3
Large and/or small ensemble and Saxophone ensemble as assigned minimum	3
*General Studies Requirements: (2 courses per term)	
GES 101,102,103	6
HUM 121,122,123	6

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 201-205 Literature and Styles Courses	15
MUS 397 Performance Attendance	2
Large and/or small ensemble and Saxophone ensemble as assigned	3
Music Electives	3
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6
Electives	6
(2 courses per term year 2)	
Electives	12

Saxophone students are urged to study clarinet and/or flute as secondary instruments.

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Strings

Total Credits 144

Music Minimum 108 General Studies: 36 minimum

Phase I	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102, 103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
Large and/or small ensemble as assigned minimum	3
*General Studies Requirements: (2 courses per term)	
GES 101,102,103	6
HUM 121, 122,123	6

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 201-205 Literature and Styles Courses	15
Large and/or small ensemble as assigned minimum	6
MUS 397 Performance Attendance	2
MUS 568 Symphonic Repertoire for Strings	3
MUS Electives	3
*General Studies Requirements: (2 courses per term year 1)	
GES 211,212,213	6
Electives	6
(2 courses per term year 2)	
Electives	12

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. It is expected that all General Studies will be completed prior to admission to Phase III.

Woodwinds

Total Credits 144

Music Minimum 108 General Studies: 36 minimum

Phase I

	Credits
MUS 400 Major Instrument	9
MUS 590 Studio Class	3
MUS 101,102,103 Basic Musicianship	6
MUS 104 Basic Form and Structure	3
MUS 397 Performance Attendance	1
MUS 574 Chorus or 576 Cantata Singers	3
Large and/or small ensemble as assigned minimum	
*General Studies Requirements: (2 courses per term)	
GES, 101,102,103	6
HUM 121,122,123	6

Phase II

	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 201-205 Literature and Styles Courses	15
MUS 397 Performance Attendance	2
Large and/or small ensemble as assigned minimum	6
MUS 588 Symphonic Repertoire for Woodwinds	3
Music Electives	3
*General Studies Requirements (2 courses per term year 1)	
GES 211,212,213	6
Electives (2 courses per term year 2)	6
Electives	12

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly as soloists or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

Voice

Total Credits 166

Music Minimum 123 General Studies: 43 minimum

Foreign Language - One year each French, Italian and German

Phase I	Credits
MUS 400 Voice Instruction	9
MUS 590 Studio Class	3
MUS 574 Chorus	
or 576 Cantata Singers	3
MUS 397 Performance Attendance	1
MUS 101,102,103 Basic Musicianship	6
MUS 104 Form and Structure	3
MUS 170 Diction	3
MUS 171,172,173 Dance/Movement for Singers	3
*General Studies Requirements: (2 courses per term)	
GES 101,102,103	6
Mod Lang 1 101,102,103	9

Phase II	Credits
MUS 400 Major Instrument	18
MUS 590 Studio Class	6
MUS 201-205 Literature and Styles Courses	15
MUS 178 Keyboard for Singers	3
MUS 271,272,273 Acting for Singers	3
MUS 274,275,276, 277, 278 Vocal Literature	5
MUS 270, 370 Diction	4
MUS 397 Performance Attendance	2
MUS 574 Chorus or 576 Cantata Singers minimum	3
*General Studies Requirements: (2 courses per term)	
GES 211,212,213	6
Mod Lang 2 101,102,103	9
Mod Lang 3 101,102,103	9

Phase III

An individual course of study designed to prepare the student for entrance into the profession or further study on the graduate level. Admission to this phase and the design of each particular course of study is only by recommendation of the faculty and approval of the Dean. A minimum of 27 credits in Music courses and projects is required. All performance majors are required to perform publicly or as a member of a chamber ensemble frequently each year. It is expected that all General Studies will be completed prior to admission to Phase III.

COURSE DESCRIPTIONS

MUS 100 Applied Music Lessons (1/2 hour per week)
for Matriculated Students (1 credit per term)

The School of Music make available to majors of the other schools private instruction on instruments or voice.

Prerequisite: permission of the instructor, approval of the Dean and additional fee.

MUS 200 Secondary Instrument (1 hour per week)
(elective) (1 credit per term)

A student may elect to study an instrument other than his or her major instrument.

Prerequisite: permission of the Dean and an additional fee.

Prerequisite: Music 101, 102, 103 and 104

MUS 300 Secondary Instrument (1/2 hour per week)
(Required) (1 credit per term)

Students majoring on certain instruments and in composition are required to study a second instrument (usually piano) as an indispensable part of the learning process in the study of the major subject. Consult the requirements for each major.

MUS 400 Private Instruction (1 hour per week)
(3 credits per term)

Private instruction on major instrument, voice or composition.

MUS 500 Private Lessons (1 hour per week)
for Non-matriculated Students (3 credits per term)

Private instruction in instruments, voice or composition for special students.

Prerequisite: permission of the instructor, approval of the Dean and special student fee.

MUS 590 Studio Class (1 hour per week)
(1 credit per term)

Each major performance teacher maintains a weekly class for his or her students. Included are in-class performance and critique in addition to specialized studies related to the particular instrument or voice, such as reed making for oboists.

Required of all performance majors every term.

MUS 397 Performance Attendance (3 terms)
(1 credit per year)

Required of all music students. Attendance at a minimum of three on campus faculty or guest artist concerts per term, 9 per year, in addition to weekly performance hour. In addition to required attendance, students may be required to submit a written critique to the major teacher.

MUS 099 (High School) Remedial Sight Singing and Ear Training
(3 terms) (no credit)

To prepare students deficient in these skills for entry into Basic Musicianship. Course covers clef identification, scales, key signatures, intervals, chords, beginning rhythm, sight singing and ear training, and introductory keyboard. Three term limit in MUS 099, after which time the student must pass an examination to enter Basic Musicianship. College students who are placed to register in MUS 099 may be required to extend their course of study beyond the normal four years.

MUS 001, 002, 003 (2 hours per week)
101, 102, 103 Basic Musicianship (3 terms)
Notation and Vocabulary (2 credits per term)
Sight Singing and Ear Training
Rhythmic Skills
Keyboard Studies

Pre-college students who complete Phase I may be allowed to proceed to Phase II of the curriculum upon recommendation of the faculty and approval of the Dean of Music.

MUS 104 Basic Form and Structure (3 credits)
(1 term)
(2 hours per week)

A study of the principles of form and structure, thematic, tonal and rhythmic organization; basic genres from common practice period.

Prerequisite: MUS 101,102,103

MUS 110 Composition Techniques I (3 hours per week)
(3 terms)
(1 credit per term)

Techniques of music calligraphy; study of small part forms, modes and other scale forms; survey of 20th century melodic, harmonic, and rhythmic techniques. Compositional drills in each unit.

3 terms required for all composition majors.

Corequisite: Music 400 (Composition)

MUS 114,115, 116 Jazz Improvisation (1-1/2 to 2 hours per week)
(3 terms)
(1 credit per term)

Provides students with the aural, technical and theoretical skills required for jazz improvising. In addition, students learn a minimum of jazz repertoire.

MUS 117, 118, 119 Composition for (1 hour per week)
Non-Composition Majors (3 terms)
(1 credit per term)

Private composition lessons for non-composition majors. Limited enrollment. Permission of instructor. Approval of Dean.

MUS 131 Organ Literature (2 hours per week)
and History I (1 term)
(1 credit)

Study of the principles of organ design and construction. Rudiments of temperature and tuning. Examination of a variety of organs in North Carolina.
Prerequisite: Music 101,102, 103
Required of organ majors.

MUS 132 Organ Literature (2 hours per week)
and History II (1 term)
(1 credit)

History of the development of the organ. Examination and evaluation of the work and influence of major organ builders throughout the history of the organ.
Prerequisite: Music 131
Required of organ majors.

MUS 133 Organ Literature (2 hours per week)
and History III (1 term)
(1 credit)

Organ music of France to 1750. Musical forms and textures of the early French composers including Titelouze, Nivers, Boyvin, Grigny, Couperin, through Clerambault.
Prerequisite: Music 132.

MUS 151, 152, 153; 251, 252 (2 hours per week)
Piano Literature (1 term each course)

Survey of the piano works of the major composers of each stylistic period with detailed analysis and performance of representative masterpieces.

Music 151 Keyboard music of the Baroque traditionally played on the piano with emphasis on J.S. Bach, Handel, and D. Scarlatti.

Music 152 The Viennese Classical Sonata; Haydn, Mozart, Beethoven,

Music 153 Nineteenth Century Romanticism: Schubert, Mendelssohn, Chopin, Schumann, Liszt, Brahms

MUS 158 Accompanying

(2 class hours per week)
(3 lab hours per week)
(3 terms)
(1 credit per term)

Class meetings and private coaching in addition to study of all periods of piano chamber works. Basic principles of instrumental accompanying are covered with emphasis on sight-reading, techniques of adapting orchestral reductions and development of flexible performance skills.

3 terms required of all college level pianists

prerequisite: 6 terms of MUS 400 (Piano) or permission of the instructor.

MUS 170 Vocal Diction

(2 hours per week)
(3 terms)
(1 credit per term)

Study of principles of diction for singers. Phonetics and sound production as applied to singing in English and Italian.

Pre- or co-requisite: Italian 101

MUS 171,172, 173 Dance/Movement
for Singers

(1-1/2 hours per week)
(3 terms)
(1 credit per term)

Basic dance technique to familiarize the student with the fundamentals of body movement and coordination as well as basic dance terms and forms. Three terms required for all voice majors.

Prerequisite: None

MUS 178 Keyboard for Singers

(2 hours per week)
(3 terms)
(1 credit)

The study of the piano with the objective of providing the singer with the ability to play simple vocal accompaniments. Three terms required for all voice majors.

Prerequisite: MUS 101,102, 103 and 104.

MUS 199 Independent Study

Independent study in the form of performance, research, or composition under the supervision of a member of the faculty. The number of hours and credits will vary according to the nature and the scope of the courses.

Prerequisite: Permission of the instructor and approval of the Dean.

Literature and Style Courses (3 hours per week)
 (1 term each course)
 (3 credits per term)

Study of the various periods of music. Lectures are devoted to performance practice and a study of the history, style, and aesthetics of the period.

Music 201 Literature and Style of the Baroque Period

Music 202 Literature and Style of the Classical Period

Music 203 Literature and Style of the Romantic Period

Music 204 Literature and Style of the Modern Period

Music 205 Literature and Style of the Contemporary Period

Prerequisite: Music 101,102, 103 and 104

MUS 206 Style and Literature of the Renaissance Period (3 hours per week)
 (1 term)
 (3 credits)

Study of the Renaissance period of music. Lecture and demonstration sessions are devoted to performance practice and a study of the history, style and aesthetics of the period.

Prerequisite: Music 101,102,103 and 104

MUS 210 Composition Techniques II (2 hours per week)
 (3 terms)
 (1 credit per term)

Detailed study of 9th, 11th, 13th chords, and through 20th century harmonic structures with compositional exercises in each unit of study; variation forms from ground motive through theme and variations, passacaglia and chaconne; rondo forms.

3 terms required for all composition majors.

Corequisite: MUS 400 (Composition)

Prerequisite: MUS 110

MUS 211 Instrumental Techniques (1 hour per week)
 for Composers I (1 term)
 (1 credit)

Study on a string instrument (viola) with an advanced instrumentalist who is on a Pedagogy of Music elective under faculty supervision. Required of all composition majors.

Corequisite: MUS 314 Orchestration for Composers

MUS 212 Instrumental Techniques (1 hour per week)
 for Composers II (1 term)
 (1 credit)

Study on a woodwind instrument (flute) with an advanced instrumentalist who is on a Pedagogy of Music elective under faculty supervision.

Required of all composition majors.

Corequisite: MUS 314 Orchestration for Composers

MUS 213 Instrumental Techniques for (1 hour per week)
Composers III (1 term)
(1 credit)

Study on a brass instrument (trumpet) with an advanced instrumentalist, who is on a Pedagogy of Music elective under faculty supervision.

Required of all composition majors.

Corequisite: MUS 314 Orchestration for Composers

MUS 214, 215, 216 Jazz Arranging (2 hours per week)
(3 terms)
(1 credit per term)

Arranging techniques in the jazz/commercial style from rhythm section to full jazz band. Study includes basic instrumentation and transposition, chord voicings, harmonization of melody, jazz counterpoint, and background writing and scoring techniques for big band.

Prerequisites: MUS 114, 115, 116 with permission of the instructor.

MUS 221,222,223 Guitar Literature (2 hours per week)
(1 term each course)
(1 credit per term)

A survey of the important solo literature for the guitar from the Renaissance through the present.

Required for all Guitar majors.

Prerequisite: 6 terms of Music 400 (Guitar) or permission of the instructor.

MUS 231 Organ Literature and History V (2 hours per week)
(1 term)
(1 credit)

Organ music of Italy, Spain, and England to 1750. National characteristics of the instrument. Major emphasis on music and forms of Gabriell, Mayone, Frescobaldi, Rossi, Cabezon, Cabanilles, Tomkins, Gibbons, Greene, and Purcell.

Prerequisite: Music 132

MUS 232 Organ Literature and History V (2 hours per week)
(1 term)
(1 credit)

Organ music of the Netherlands and Germany to 1750. Major emphasis on the music of Sweelinck, Kerckhoven, Scheidt, Scheidemann, Tunder, Buxtehude, and J.S. Bach.

Prerequisite: Music 132

MUS 233 Organ Literature and History VI (2 hours per week)
(1 term)
(1 credit)

Romantic and contemporary music for the organ. Study of romantic and contemporary instruments. Major emphasis on music by Mendelssohn, Brahms, Franck, Liszt, Reger, Schoenberg, Messiaen, Durufle, and Albright.

Prerequisite: Music 132

MUS 251, 252 Piano Literature (2 hours per week)
(1 term each course)
(1 credit per term)

Survey of the piano works of the major composers of each stylistic period with detailed analysis and performance of representative masterpieces.

Music 251 Piano Music of the First Half of the 20th Century;
Debussy, Ravel, Stravinsky, Bartok, Hindemith, Prokofiev,
Schoenberg, Webern, Ives.

Music 252 Piano Music since World War II; Messaien,
Stockhausen, Berio, Boulez, Carter, etc.
Required for piano majors.

Prerequisite: Music 101,102,103, 104

Whenever possible, each term will coincide with its counterpart in the 201-205 series of Literature and Style.

MUS 257 Piano Pedagogy I

(2 hours per week)

(1 term)

(1 credit)

Objectives, methods, psychology, texts, and repertoire utilized in teaching private and group piano to beginners.
Prerequisite: 9 terms of Music 400 (Piano)

MUS 258 Advanced

(2 class hours per week)

Accompanying

(3 lab hours per week)

(3 terms)

(1 credit per term)

Continuation of Music 158 on an advanced level.

Prerequisite: Music 158

MUS 270 Vocal Diction II

(2 hours per week)

(2 terms)

(1 credit per term)

Study of principles of diction for singers. Phonetics and sound production as applied to singing in German.

Pre-co-requisite: German 101

MUS 271,272,273 Acting for

(4 hours per week)

Singers

(3 terms)

(1 credit per term)

Basic acting technique to familiarize the student with stage movement and character development. Three terms required for all voice majors.

Prerequisite: MUS 101,102,103, 170-173

MUS 274,275; 276,277, 278

(2 hours per week)

Vocal Literature

(1 term each course)

(1 credit per term)

A survey of the solo song and oratorio literature from the major stylistic periods with emphasis on style, interpretation, poetic content, performance and program building.

MUS 274 Baroque Period

MUS 275 Classical Period

MUS 276 Romantic Period

MUS 277 Modern Period

MUS 278 Contemporary Period

Whenever possible each term will coincide with its counterpart in the 201-205 series of Literature and Style.
Required for all voice majors.

Prerequisite: MUS 101,102,103 and 104

MUS 299 Independent Study

Independent study in the form of performance, research, or composition under the supervision of a member of the faculty. The number of hours and credits will vary according to the nature and the scope of the courses.

Prerequisite: Permission of the instructor and approval of the Dean.

Form and Analysis Courses (2 credits per week)
(1 term each course)
(1 credit per term)

A study of the basic musical forms of the period; analysis of representative works with emphasis on how to perform these in relation to the form and stylistic features.

Music 301 Form and Analysis of the Baroque Period

Music 302 Form and Analysis of the Classical Period

Music 303 Form and Analysis of the Romantic Period

Music 304 Form and Analysis of the Modern Period

Music 305 Form and Analysis of the Contemporary Period

Prerequisite: Music 101,102,103 and 104

Corequisite: related Style and Literature Course

MUS 307 Orchestration for (2 hours per week)
Non-Composers (3 terms)
(2 credits per term)

A study of orchestral instruments and their use in various styles of orchestral literature. Basic concepts of sound production, tone color, range, blending and balancing.

Analysis of scores, written projects and class performances.

Prerequisite: 2 courses from among Music 201-205 series.

MUS 308 Intermediate/Advanced (2 hours per week)
Sight Singing (3 terms)
(1 credit per term)

Intermediate/Advanced sight singing, rhythm, and ear training skills, rhythmic, melodic and harmonic dictation.

Prerequisite: MUS 101,102,103,104

MUS 310 Composition Techniques III (2 hours per week)
(3 terms)
(1 credit per term)

Contrapuntal studies (18th century and beyond), composing in fugal forms; study of large forms; sonata and its variants.

Corequisite: MUS 400 (Composition)

Prerequisite: MUS 210

MUS 314 Orchestration for Composers (2 hours per week)
(3 terms)
(2 credits per term)

Detailed study of instrumentation, orchestration, history of orchestration survey, acoustics as applied to the orchestral instruments.

Required of all composition majors.

Corequisites: MUS 211,212,213

MUS 317 Instrumental Conducting (3 hours per week)
(3 terms)
(2 credits per term)

Study of the basic conducting techniques pertinent to instrumental performance. Instrumental balance, articulation and phrasing. Laboratory conducting sessions with School of Music instrumental ensembles.

Music 317 or 377 required for all composition majors.
Prerequisite: 2 courses from among Music 201-205 series.

MUS 327 Guitar Pedagogy (1 hour per week)
(3 terms)
(1 credit per term)

This course deals with the psychological and physical aspects of teaching the guitar.

Prerequisite: 6 terms of MUS 400 (Guitar) or permission of instructor.

MUS 355 Vocal Literature (2 hours per week)
for Pianists (1 term)
(1 credit)

Study, preparation and performance of literature for voice and piano from the pianist's point of view. Style concepts from early Italian forms, German lieder, French art song, and contemporary repertoire. Analysis of problems in language, breathing, phrasing, and accompanying techniques.

Prerequisite: MUS 101,102,103,201,202,158

MUS 357 Piano Pedagogy II (2 hours per week)
(1 term)
(1 credit)

Continuation of Music 257

Prerequisite: Music 257.

MUS 370 Vocal Diction III (2 hours per week)
(2 terms)
(1 credit per term)

Study of principles of diction for singers. Phonetics and sound production as applied to singing in French.

Pre-or co-requisite: French 101.

A survey of the solo song and oratorio literature from the major stylistic periods with emphasis on style, interpretation, poetic content, performance and program building.

MUS 371 Opera Literature (2 hours per week)
for Singers I (1 term)
(1 credit)

A performance laboratory dealing with major opera scores from the Baroque through Mozart.

Prerequisite: MUS 101,102,103 and 104, approval of the instructor.

MUS 372 Opera Literature (2 hours per week)
for Singers II (1 term)
(1 credit)

Continuation of MUS 371. Opera composers of the 19th century from Beethoven through Puccini.

Prerequisite: MUS 101,102,103,104 and 371 approval of instructor.

MUS 373 Opera Literature (2 hours per week)
for Singers III (3 terms)
(1 credit per term)

Continuation of MUS 372. Operas from Debussy to the present with emphasis on works by Richard Strauss, Berg, Janacek, Stravinsky, Britten and representative American composers. Prerequisites: MUS 101,102,103,104,371,372 approval of instructor.

MUS 374 Opera Singers Lab (4 hours per week)
(3 terms)
(1 credit per term)

Acting and stage movement techniques adapted to the requirements of operatic singing. Pre-professional training in role selection and preparation, audition techniques. Prerequisite: 171-173; 271-273; permission of instructor.

MUS 377 Choral Conducting (2 hours per week)
(3 terms)
(2 credits per term)

Study of the basic conducting techniques pertinent to choral singing. Choral diction, phrasing, articulation and blend. Laboratory conducting sessions with School of Music choral organizations. 3 terms required for all organ majors. Music 377 or 317 required for composition majors. Prerequisite: 6 terms of Music 574 or 576 or permission of the instructor.

MUS 398 Special Topics in Music I

The School of Music offers a variety of courses on topics of special interest. The School makes every attempt to respond to both faculty and student interest in the formulation and scheduling of such courses. Prerequisite: Permission of the instructor and approval of the Dean.

MUS 399 Independent Study

Independent study in the form of performance, research, or composition under the supervision of a member of the faculty. The number of hours and credits will vary according to the nature and the scope of the courses. Prerequisite: Permission of the instructor and approval of the Dean.

MUS 401,402,403 Graduate Preparatory Studies
In Theory and Counterpoint (3 hours per week)
(3 terms)
(2 credits per term)

Detailed study of harmony from Baroque through the late Romantic period with emphasis on strict 4-part writing, piano texture writing, and harmonic analysis. Study of 16th century two and three part writing and 18th century two through four part writing. Emphasis in these studies is on

the skills required to pass graduate school harmony and counterpoint placement exams.

MUS 404,405,406 Graduate Preparatory Studies in History
(3 hours per week)
(3 terms)
(2 credits per term)

Detailed study of the various periods of music history with particular emphasis on Medieval and Renaissance music. All periods of music history will be touched upon with special attention given to the acquisition of necessary information in order to pass graduate school placement examinations in music history.

MUS 408 Mock Auditions (3 terms)
(1 credit per term)

Recreation of orchestral auditions. Procedures in preparation for professional auditions.

MUS 410 Composition Techniques IV (2 hours per week)
(3 terms)
(1 credit per term)

Vocal and Choral composition techniques; detailed survey of basic harmonic practices of common period through later 19th century and 16th century two and three part contrapuntal studies similar to MUS 401,402, 403 Graduate School Preparatory Studies.

3 terms required for all composition majors.

Corequisite: MUS 400 (Composition)

MUS 458 Dance Accompanying (2 hours per week)
(1 term)
(1 credit)

A study of rhythmic concepts, improvisation techniques and repertoire appropriate for effective dance accompaniment. Laboratory work in the School of Dance.

Prerequisite: 6 terms of Music 400 (piano), permission of the instructor and approval of the Dean.

MUS 497 Pedagogy and Materials (hours as assigned)
(3 terms)
(1 credit per term)

Students will review and evaluate materials and explore teaching techniques with specialist teachers to provide a working knowledge of the instructional literature and teaching of specific individual instruments.

MUS 498 Special Topics in Music II

Same as Music 398 on an advanced level.

Prerequisite: Permission of the instructor and approval of the Dean.

MUS 499 Independent Study

Independent study in the form of performance, research or composition under the supervision of a member of the faculty. The number of hours and credits will vary according to the nature and the scope of the courses.

Prerequisite: Permission of the instructor and approval of the Dean.

MUS 504 Reading Jazz Ensemble (2 hours per week)
(3 terms)
(1 credit per term)

Study in rhythm, counting, sight reading, and interpretation of jazz style in the jazz and commercial music area.

MUS 505 Jazz Ensemble (3 hours per week)
(1 credit per term)

Preparation and performance of works for large and small ensemble utilizing arrangements and improvisation.

Performances on and off campus.

Prerequisite: audition/assignment.

MUS 508 Orchestra (3 2-1/2 hours per week)
(1 credit per term)

Preparation and public performance of representative works from the symphonic literature including opera and dance.

Performances on and off campus. To initiate instrumentalists to a broad spectrum of orchestral literature and to develop sight reading abilities. Work from the orchestral repertory are read with a full ensemble.

Prerequisite: audition/assignment

MUS 509 Chamber Music (3 rehearsal hours per week)
(1 class hour per week)
(1 credit per term)

Study, preparation, and performance of representative works from the chamber music repertorie.

Prerequisite: auditon/assignment

MUS 549 Percussion Ensemble (2 1-1/2 hr. mtgs/wk)
(1 credit per term)

Preparation and public performance of a wide variety of contemporary percussion music. Performances on and off campus. Required of all percussion majors each term through Phase II.

MUS 568 Orchestral Repertoire (2 hours per week)
(Strings) (3 terms)
(1 credit per term)

Study of standard orchestra repertoire including ballet and opera by instrument (Violin, cello, and bass) with emphasis on style and technical problems.

3 terms required of all string majors. May be continued as an elective.

Prerequisite: Audition/assignment.

- MUS 574 Reading Chorus (2 hours per week)
(3 terms)
(1 credit per term)
Reading and rehearsal of representative choral works from the Renaissance through the Contemporary periods. Basic ensemble principles.
- MUS 575 Opera Workshop (3-2 hour mtgs. per week)
(3 terms)
(1 credit per term)
Preparation and public performance of fully staged opera productions in cooperation with the School of Design and Production. Workshop productions of opera scenes from several operas with students learning a variety of roles.
Prerequisite: audition/assignment
- MUS 576 Cantata Singers (2 hours per week)
(1 credit per term)
Preparation and performance of choral works from the Renaissance through the Modern period of unaccompanied chorus and chorus with instruments. Performances on and off campus. Voice majors are required to take a minimum of 9 credits in either MUS 574 or 576.
Prerequisite: audition/assignment
- MUS 578 Vocal Ensemble (3 hours per week)
(1 credit per term)
Preparation and public performance of chamber vocal music from all of vocal literature.
Prerequisite: audition/assignment
- MUS 585 Saxophone Ensemble (3 rehearsal hours per week)
(1 class hour per week)
(1 credit per term)
Preparation and public performance of a wide variety of literature for saxophone ensembles. Performances on and off campus.
Prerequisite: audition/assignment
- MUS 586 Wind Ensemble (2-2-1/2 hours per week)
(1 credit per term)
Preparation and public performance of representative works for wind ensemble. Performances on and off campus.
Prerequisite: audition/assignment.
- MUS 587 Brass Ensemble (4 hours per week)
(1 credit per term)
Preparation and public performance of representative works for Brass Ensemble. Performances on and off campus.
Prerequisite: audition/assignment

MUS 588 Orchestra Repertoire (2 hours per week)
for Woodwinds and Brass (3 terms)
(1 credit per term)

The study of the major literature of the respective instruments with an emphasis upon the materials most frequently utilized in the development of the skills and techniques of successful auditioning.

Prerequisite: audition/assignment

MUS 599 Special Performance Projects

In response to faculty and student interest, the School of Music periodically offers special courses devoted to the performance of unique or unusual repertoire or other performance projects outside the regular program. These projects are particularly applicable to Phase Three of the curriculum, although they are not confined to that part of the program. The number of hours and credits varies according to the nature and length of the project.

Prerequisite: permission of the instructor and approval of the Dean.

POLICIES OF SCHOOL OF MUSIC

Placement, Grading, and Retention

Placement: Each new student will be placed into the appropriate level (e.g., H.S. 12, College year 1) on the basis of the audition in the student's major and placement examinations in basic musicianship.

Evaluation: For the purpose of maintaining records for transfer, and further study, the traditional A through F grading system is employed on the student's transcript.

Probation: Students are monitored for progress in the arts each term. Any student, who, in the judgment of the faculty and Dean, is not demonstrating sufficient progress, may be placed on probation. Students who, at the end of the probation period, have not improved sufficiently to meet the standards for their program, may not be invited to continue in the program. College students in a Degree Program must also meet the standards outlined for progress in their General Studies work. Individual standards for each area are as follows:

Retention: Students earning less than a 3.0 (B) average in Applied Music and/or earning less than a 2.0 (C) average in Music course work will be placed on Arts Probation. A student may be placed on Arts Probation at any time if recommended by the major teacher and approved by the Dean. Probation may be extended to terms upon the recommendation of the faculty and approval of the Dean.

Invitation to Return: All students in all arts programs must be invited to continue in their programs periodically. Students who, in the judgment of the faculty, fail to demonstrate sufficient progress toward professional standards in the arts will not be invited to return.

Readmission: Students who have terminated their enrollment at NCSA for any reason, including failure to be invited to continue in the program, must apply for readmission prior to being allowed to re-enroll. Such students must meet admission standards outlined for all entering students. A student whose enrollment has been interrupted for two years or more will, upon re-entry, be responsible for the program requirements outlined in the Bulletin in effect at the time of re-entry.

Graduation Requirements

High School Diploma: The successful completion of the course of study outlined in the General Studies section.

Bachelor of Music Degree: The completion of all requirements listed under Phase I and Phase II of the curriculum for each major and the successful fulfillment of a final year curriculum and pre-professional or pre-graduate study courses and projects planned jointly by the student and appropriate faculty. Approval of the Dean is required; in addition, completion of the appropriate General Studies program. For further details, see Requirements by Major, pp. 67-78, and pp. 105-107.

Diploma in Music (college): Completion of the arts program required for the Bachelor of Music Degree minus General Studies requirements.

THE DIVISION OF GENERAL STUDIES

General Studies offerings are focused on those areas of the humanities and the social and natural sciences which best contribute to the general cultural and intellectual awakening of the individual. A graduate of the North Carolina School of the Arts must be equipped to assume a responsible place in society as well as in the performing arts; through offerings aimed at developing historical, aesthetic, philosophic, and spiritual values and perspectives, the General Studies program at the North Carolina School of the Arts aids in the attainment of that goal.

The School of the Arts provides a high quality of general studies training to students from the seventh grade through four years of college. Attention has been directed to the design of courses especially relevant to the concerns of the arts-oriented student. At the secondary school level students fulfill North Carolina State requirements in English, social studies, mathematics, science, health and physical education. A comprehensive program in modern foreign languages is also included in the curriculum. Qualified high school students are permitted to enroll in college-level courses and receive elective credit. The High School Program is accredited by the North Carolina Department of Public Instruction and by the Southern Association of Colleges and Schools and is entitled to award the North Carolina high school diploma. The college program is also accredited by the Southern Association of Colleges and Schools and awards the Bachelor of Music degree and the Bachelor of Fine Arts degree. The student in the undergraduate degree program may choose from offerings in language and literature, humanities, social sciences, mathematics, and natural sciences. Independent study, either by contract or as tutorial work, is arranged for specific interests or for special scheduling difficulties.

The minimum academic requirements for admission into the undergraduate degree program are: (1) combined SAT scores of 800; (2) high school diploma or equivalent; and (3) a reasonably acceptable high school record. For students in the Diploma Program remedial and enrichment work is available. Application for enrichment work should be made directly to the General Studies Office.

Administration: General Studies

William L. Tribby, Dean of General Studies (1979) B.A., Western Maryland College; M.A., Ph.D., University of Iowa.

Noel Callow Kirby-Smith, Writing and Literature (1971);
Assistant Dean, College Program (1976) B.A., Saint Xavier
College; M.F.A., University of North Carolina at Greensboro.

Jane Higgins Van Hoven, Science (1971); Assistant Dean, (High
School) (1974) B.A., University of North Carolina at
Greensboro; M.A.T., Vanderbilt University and George Peabody
College

Faculty:

Arthur J. Ballard, English and Social Studies (1968)
B.S., Concord College.

Gary W. Burke, Social Studies (1970)
B.A., Wake Forest University; M.A., New School for Social
Research.

Marilyn Cardwell, English and French (1974)
B.A., Transylvania College; M.A., University of Michigan.
Diplome d'etudes, cours de civilisation francaise a la
Sorbonne, Paris, France. Perfectionnement: Université
Catholique de l'Ouest, Angers, France.

*Jewell W. Collier, English and Social Studies (1984) B.A.,
University of North Carolina at Greensboro

Robert Countiss, French (1973)
B.A., Virginia Polytechnic Institute and State University;
M.A., Appalachian State University. Perfectionnement:
L'Université Catholique de l'Ouest, Angers, France.
Perfectionnement, l'Etablissement Libre d'Enseignement
Superieur, Paris, France.

Linda Davis, Science (1974) B.S. East Carolina University;
M.Ed., University of North Carolina at Greensboro.

Peggy P. Dodson, Remedial and Testing (1984)
B.S., Salem College.

*Kathy Finklea, Mathematics (1985) B.S. magna cum laude
Furman University; M.S., Clemson University

**Rebecca Gould Gibson, English and Humanities (1984) B.A.,
Converse College; Ph.D., University of North Carolina at
Chapel Hill.

Carol H. Harding, Mathematics (1981) B.S., cum laude, Phi
Beta Kappa, Wake Forest University; M.A.T., Duke University.

Patricia D. Johnston, English (1969)
A.B., Wellesley College; M.A., Columbia University.

Janet L. Joyner, French (1973)
A.B., Converse College; M.A., University of Georgia;
Diplome de 2e, Faculte des Lettres, l'Universite de Grenoble,
France; Ph.D., Florida State University.

William D. King, English and Film (1971)
B.A., cum laude, Randolph-Macon College; M.A.T. University
of Virginia

Christabel Lacy, Art History and Anthropology (1986)
B.A., M.A., The University of Nebraska; Ph.D. University of
Colorado

Nancy Goldsmith Leiphart, Italian (1975) Humanities (1982)
B.A. cum laude, Boston University; M.A., Brown University;
Ph.D., University of North Carolina at Chapel Hill

William Lewis, Theatre History (1986) B.A. Glenville State
College; M.A. West Virginia University; Ph.D., Southern
Illinois University at Carbondale

Richard H. Miller, Philosophy (1972)
A.B., Colgate University; Ph.D., Columbia University.

Linda Moore, Science/Mathematics/Health (1984)
B.A., Wake Forest University; M.Ed., University of North
Carolina at Greensboro

Elaine Doerschuk Pruitt, Humanities and Social Sciences
(1975) B.A., cum laude, M.A., University of North Carolina at
Greensboro

William A. Pruitt, History (1973)
B.A., magna cum laude, Catawba College; Ph.D., University of
Virginia. (Leave of Absence, 1985-86; 1986-87)

*Larry Queen, English (1985) B.A., University of North
Carolina at Chapel Hill; M.A. University of North Carolina
at Greensboro

Jeremy Reiskind, Science (1986) B.A., magna cum laude, Phi
Beta Kappa, Princeton University; M.S., Yale University;
Ph.D., University of North Dakota

Anne T. Shorter, English (1971)
B.A., University of North Carolina at Greensboro; M.A.,
Duke University

Inez Thompson, Mathematics (1984)
B.A., Carson-Newman College; M.S., Middle Tennessee State
University

Eleonore von Nicolai, German (1973)
Professional career (23 years) as lead actress (350 roles) in
German and Swiss theatres

*Dana Whicker, Health/Physical Education (1983) B.S.,
University of North Carolina at Greensboro

*Part-time faculty

**Visiting faculty

Staff:

Kathy Neace, Administrative Secretary (1965-68, 1970)

Shelva Cockerham, Secretary (1985)

Darshan Hartgrove, Attendance Clerk (1985)

HIGH SCHOOL COURSE REQUIREMENTS

Students must comply with the regulations of the State of North Carolina for the high school diploma. Electives beyond the basic academic requirements for graduation may be chosen from available high school and college courses. NCSA is a full participant in the newly established North Carolina Scholars Program. For additional information, contact the Division of General Studies, High School.

Competency Testing

Students also must have passing scores on the North Carolina Competency Tests in order to receive a high school diploma from the North Carolina School of the Arts. These tests, which are required by North Carolina state law, are given during the spring and fall of each year. Testing begins in the sophomore year so that each student has several opportunities to pass the tests before the scheduled graduation date.

Class Attendance

Regular, prompt class attendance is regarded as a responsibility as well as a privilege. Each high school student is provided with a copy of the General Studies attendance policy and is responsible for knowing and abiding by the regulations.

Total Credits Required for High School Graduation

English	4 units
Social Studies	2 units
(1 U.S. History)	
(1 Economics/Govt.)	
Mathematics	2 units
Science	2 units
(1 Biology)	
(1 Physical Science)	
Health and	
Physical Education	1 unit
Electives	9 units
	===
	20 units

*Total to be accumulated in grades 9-12

COURSE DESCRIPTIONS

ENGLISH PROGRAM

Development of reading and writing skills, enjoyment and appreciation of literature, and development of taste and critical judgment are the general objectives that guide the design of the program.

Seventh Grade English--Eighth Grade English

This is a two-year program with emphasis on development of grammatical knowledge and writing skills. Plays of appropriate levels are studied as well as short stories and narrative poetry with uncomplicated rhythms and imagery.

English I: Grammar and Literary Forms I

In the first year of high school, concentration is on grammar and composition. A basic vocabulary of literary analysis is introduced; readings include short fiction, novels, drama and poetry. Vocabulary study, speechwriting, and elementary research skills are also taught.

English II: Grammar and Literary Forms II

Continued study of grammar and composition; additional focus on letter writing, resume writing, the research paper, vocabulary;; reading of selected novels and plays.

English III: American Literature

This course reviews grammar, mechanics and vocabulary as a basis for practice in expository writing. It also introduces students to critical analysis of the literary genres of the essay, fiction, poetry, and drama, with focus on American authors.

English III: Honors American Literature

A study of great American authors of the nineteenth and twentieth centuries, their cultural and historical contexts, and their views of human experience. Admission by placement testing.

English IV: British Literature

A study of selected masterpieces of British literature; special attention is given to the history of the English language and to the refinement of skills in written and oral communication.

English V: Advanced Composition and Reading

In this seminar course, advanced students discuss readings from American and British writers. A wide variety of writing experiences, close readings of poetry and prose passages, and objective testing sessions characterize the weekly procedures. Students can qualify for college credit in many colleges upon satisfactory completion of the Advanced Placement Examination in English in May. Admission by placement testing.

THE MATHEMATICS-SCIENCE PROGRAM

The mathematics-science program in the secondary school is designed to introduce the student to the fundamental principles and basic techniques of mathematics and science. Special attention is given to the specific interests and needs of individual students. Placement testing is required prior to enrollment in any mathematics course.

Seventh Grade Mathematics--Eighth Grade Mathematics

A two-year program of the basic principles and techniques of mathematics. A pre-algebra course with emphasis upon problem solving and upon the discovery of mathematical patterns.

Technical Mathematics

An entry-level course, emphasizing mastery of computation with integers and rational numbers, the employment of elementary problem-solving skills with percents and measurement.

Applied Mathematics

A course emphasizing problem-solving skills, logical and analytical thinking, practical applications of geometry, measurement, statistics, probability and percents.

Mathematics I: Algebra I

An introductory course which should help the student understand some of the basic structure of algebra, to acquire facility in applying algebraic concepts and skills, and to appreciate the role of deductive reasoning in algebra and the need for precision in the language.

Mathematics II: Algebra II

A continuation of the work begun in Algebra I, reinforcing and extending the student's awareness of principles and mastery of techniques.

Mathematics III: Geometry

Euclidean plane and solid geometry with an introduction to non-Euclidean geometry. Emphasis is upon inductive thinking, discovery and deductive reasoning: appreciation of the postulational nature of mathematics and the development of logical thought.

Mathematics IV: Advanced Mathematics

A pre-calculus course designed for the above-average high school student who would like to prepare for college mathematics.

Seventh Grade Science--Eighth Grade Science

A two-year program covering basic principles and techniques of science.

Science IP: Physical Science

A general introduction to physics and chemistry on a level less abstract than that of the more specified science courses. Open to all high school students.

Science IE: Earth Science

A study of the ever-changing earth and its place in the universe.

Science II: Biology

Through lecture, discussion and laboratory work the student is instructed in the general methods of science using biology as a vehicle. Emphasis in two terms is on human biology; third term focuses on man and his environment.

Science IIIC: Chemistry

Through lecture, discussion and laboratory work the student is instructed in the general methods of science using chemistry as a vehicle. Particular emphasis is given to problem discovery. Both Science III courses are higher level science courses which require basic mathematical skills and the prior completion of one science course and a year of algebra.

Science IIIP: Physics

An introduction to the concepts and methods involved in the study of matter and energy. Basic mathematical skills are necessary. Both Science III courses are higher level science courses which require basic mathematical skills and the prior completion of one science course and a year of Algebra.

FOREIGN LANGUAGE PROGRAM

A four-year program of French is offered. The college French, German and Italian courses are open to high school students with a good background in language skills. The entire foreign language program is directed toward achieving practical use of the language with emphasis on current speech patterns and writing style.

French I

Introduction to the basic sounds and speech patterns of French. Emphasis is on total control of material learned, including the speaking, writing, reading and aural-oral comprehension of the language in a culture-oriented atmosphere.

French II

Continued study of the language and the culture including introduction of finer points of grammar, composition and conversation. Further emphasis on the four aspects of language learning introduced in French I.

French III

A study in depth of the language and culture including more advanced grammar structures and a range of literary works presented in a conversational atmosphere. Classes are conducted in French.

French IV

Study of language accompanied by analysis and interpretation of a broader scope of the literature, culture and civilization. Conducted in French. (Enrollment by permission of instructor.)

SOCIAL STUDIES PROGRAM

The social studies program seeks to develop the student's ability to use past experiences of various civilizations as a guide to solving the problems of the present and future. It also strives to develop a student's appreciation for history as an enjoyable and fascinating foundation for any cultural enrichment.

Seventh Grade Social Studies--Eighth Grade Social Studies

The two-year program includes a study of U.S. and North Carolina history before 1900; government and politics; world geography; current events and contemporary problems.

Social Studies: Patterns of Culture

Primarily for 9th and 10th grade students. A look at representative cultures of the world, focusing on geography, climate, population distribution, social structure, kinship, language, technology, economics, religion, philosophy and the arts as integral elements of culture; attention to continuity and to cross-cultural comparisons. Satisfactory completion of this course meets the Economics/Government Social Studies requirement.

Social Studies: Modern European History

An advanced social studies course, geared to the needs of high school juniors and seniors. Emphasis on cultural movements in Europe from the 17th century to the 20th century, and on developing an understanding of European culture and contribution to the arts. Satisfactory completion of this course meets the Economics/Government Social Studies requirement.

Social Studies: American Studies

This course is designed to meet the high school graduation requirement in United States History. Significant factors from the age of exploration to the age of world power are examined, with special emphasis on the uniqueness of American institutions and their importance in the world today, as well as American artistic contributions.

HEALTH AND PHYSICAL EDUCATION PROGRAM

The physical education requirement for junior and senior high school students is met in the case of dance students through their regularly scheduled arts courses. For music and visual arts students a program is offered by the Division of General Studies. Primary focus of the program is on a variety of activities suited to the needs and interests of the students and fulfilling requirements set by the state of North Carolina.

In addition to the above, a course which fulfills the health requirement is offered for all high school students and includes an introductory study of physical, mental, emotional, and environmental health, drug and alcohol abuse prevention; family life and sex education; interpersonal skills; disease control; first aid and emergency care. The unit of physical education and health is a requirement for the high school diploma from the state of North Carolina.

POLICY FOR ADMISSION OF HIGH SCHOOL STUDENTS TO COLLEGE COURSES

1. Eligibility

Only those students who meet the following criteria will be allowed to apply for admission to college General Studies courses (Approval is not automatic):

- Grade = 11 or 12.
- SAT or PSAT scores = Combined scores of at least 800.
- High School credits = at least 13 units completed, including at least 8 required courses.
- Grade average in required courses (English, Social Studies, Math, Science) = at least a B, with no failing grades in these areas.
- Reason for enrollment =
 - 1 - Advanced study beyond that which is offered in the high school curriculum.
 - 2 - Elective credit in areas not offered in the high school curriculum.
 - 2 - Early college credit; high school credits completed.
- Completed application - on file in General Studies, prior to the beginning of the term's classes.

2. Available Courses

Eligible high school students may enroll in one college course per term, if approval is granted and space permits. Courses may be selected from any of the college General Studies offerings except GES 101-2-3, GES 211-12-13, and courses restricted to specific student groups. The instructor's permission is required for admission to certain advanced-level courses.

3. Course Credit

High School students have the opportunity for advanced placement into college courses for which college credit can later be awarded. High School students who later enroll at the North Carolina School of the Arts College Division may receive Advanced Placement Credit for college courses completed successfully with a grade of "C" or better when these courses are not part of the basic High School requirements. Those High School students who leave the North Carolina School of the Arts upon completion of their secondary education, may submit for transfer credit the college courses taken at NCSA for which a grade of "C" or better was achieved. Final decisions regarding the granting of transfer credit from the School, are, as always, made by the receiving institution. In addition to the transcript of all work done at NCSA, a separate letter of explanation regarding the college level work will be supplied, upon request of the student, to the receiving institution for those High School students who have successfully completed college courses for which they may qualify to receive college credit.

COLLEGE COURSE REQUIREMENTS

Basic Requirements for the Bachelor's Degree at NCSA

Qualified college students who wish to pursue a Bachelor's degree while receiving professional arts training may enroll in the college degree program.

The major portion of the degree student's work is in applied training in the individual arts area; the remaining study toward the degree is classified as non-applied, and consists of the following schoolwide requirements:

1) Clear demonstration of competence in reading, writing, and oral communication skills.

a. College-level training in reading, writing, and oral communication is provided in General Studies 101, 102, 103, the satisfactory completion of which is a requirement for the Bachelor's degree. Entering students who present verbal SAT

scores below 350, TSWE scores below 40, ACT English scores below 17, or high school records which indicate below-average work in English and related subjects, are required to take an English Usage and Writing Test. Those who perform satisfactorily on the test enroll in General Studies 101; those who do not must enroll in Eng 099, a non-credit tutorial course, stressing reading, writing, and study skills. When the work of Eng 099 has been satisfactorily completed, the student will be admitted to General Studies 101.

General Studies 101, 102, 103: Critical Perspectives

The Critical Perspectives courses are designed to impart skills in reading, writing, speaking and listening, and reasoning. After the successful conclusion of instruction in these courses, students should have acquired, at the minimum, the following capacities: to comprehend and to summarize the main ideas of a work accurately and succinctly; to recognize different purposes and methods of writing, and to use various methods and styles in the writing of original work; to gather information from primary and secondary sources, to write a report using this research, to quote, paraphrase, and summarize accurately, and to cite sources properly; to engage critically and constructively in the exchange of ideas in class discussions and conferences with instructors; to identify and comprehend the main and subordinate ideas in lectures and discussions, and to report accurately what others have said; to speak to a group about a topic in a clear and organized way and to evaluate similar presentations by others; to distinguish fact from judgment, and belief from knowledge; to separate one's personal opinions and assumptions from a writer's, and to recognize and use inductive and deductive reasoning and the formal and informal fallacies of language and thought.

101: Reading, Reasoning, Writing

A course in reading, reasoning, and composition; skills for intelligent, perceptive discussion are also emphasized.

102: Literary Analysis and Writing

An introduction to the methods of literary study.

103: The Artist's Life

Training in basic methods of research, writing, and critical discussion using biographical materials in the performing, literary, and visual arts.

Writing and oral discussion are stressed throughout the General Studies program; proficiency in oral communication is particularly encouraged in each of the arts areas.

2) A command of fundamental mathematical skills.

Students may satisfy this requirement at the time of admission by presenting SAT mathematics scores of at least 350, ACT mathematics scores of 17 or above, or through satisfactory completion of at least three units of high school mathematics above General Mathematics. Those who do not meet these requirements must enroll in and satisfactorily complete Mathematics 101: Foundations of Algebra.

Mathematics 101 does not satisfy the Science/Mathematics requirement (see # 4 below). Beginning in 1988, students admitted to the campuses of The University of North Carolina must present high school records showing satisfactory completion of Algebra I, Algebra II, and Geometry.

3) An awareness of major concepts which have shaped the intellectual tradition in the humanities and the arts.

Through the Foundations courses (General Studies 211, 212, 213), students investigate and evaluate works and ideas that have had historical importance and are of particular relevance to contemporary life.

General Studies 211, 212, 213: Foundations of Western Thought

A three-term examination of fundamental ideas of religion, self and society, and styles of art which have proved central to the Western intellectual tradition.

211: Religious World Views

212: Self and Society

213: Concepts of Style

4) An informed sense of the individuality and the inter-relatedness of major areas of knowledge, through study in each of the following three divisions:

- a. Fine Arts/Humanities
- b. Social/Behavioral Sciences
- c. Mathematics/Natural Sciences

Each arts area, in cooperation with the Division of General Studies, sets more specific, sometimes additional non-applied requirements appropriate to the particular field of study. See the descriptions of degree requirements in each arts area for further information.

COURSE DESCRIPTIONS

Not all courses listed below are offered each year. Lists of courses available in any given year may be obtained from the General Studies Office.

GENERAL STUDIES

General Studies (GES) 101,102,103: Critical Perspectives
(2 Credits per Term)
(See above)

General Studies (GES) 211,212,213: Foundations of Western Thought
(2 Credits per Term)
(See above)

HUMANITIES

Humanities (HUM) 121,122,123: The Arts in Context
(2 Credits per Term)

An examination of major historical periods and the artistic styles which characterize them, with particular attention to visual arts, music, literature, drama and ideas as integral elements of world cultures.

HUM 121: Ancient and Medieval
HUM 122: Renaissance and Baroque
HUM 123: Modern

Humanities (HUM) 290: Topics in the Humanities
(2 Credits)

One-term intensive studies in which the instructor and students are challenged to examine some facet of the Western humanistic tradition. Prerequisite: Permission of the instructor.

HISTORY AND CRITICISM OF ART, FILM, AND THEATRE

Art History (ARH) 101,102,103
(2 Credits per Term)

A three-term historical survey of the development of painting, sculpture and architecture.

ARH 101: Ancient and Medieval
ARH 102: Renaissance and Baroque
ARH 103: Modern

Film (FIL) 237: Film Art and Film Genre
(2 Credits)

A course in viewing, discussing and studying selected films. Director as auteur, problems inherent in film as art, film techniques and the generic approach to film study are lecture topics. Auteurs and genres change yearly. Prerequisite: General Studies 101,102, or permission of the instructor.

Film (FIL) 238: Film History

(2 Credits)

Basic introduction to film history from its beginnings through the 1930's with focus on international aesthetic and technological developments. Emphasis is on the narrative fiction film. Prerequisites: General Studies 101,102,103 or permission of the instructor.

Theatre History (THH) 141: Primitive to Renaissance

(2 Credits)

A study of the development of the theatre from its primitive origins to the Italian Renaissance. The course includes contributions made by the Greeks, the Romans, and the Asians, and traces the evolution of the drama and the theatre through the Middle Ages in England and the Renaissance in Italy. Focus is given to the noted figures, writings, and social forces affecting the development of dramatic writing, staging, and performance. Prerequisites: GES 101,102 or the equivalent.

Theatre History (THH) 142: Renaissance to Mid-Nineteenth Century

(2 Credits)

A study of the growth of the theatre from the Renaissance in Europe and England through the mid-Nineteenth century, including the era of Shakespeare and his contemporaries in England, the Neo-Classicalists in France, the Golden Age in Spain, the theatres of the Orient, the early days of the American theatre, the English Restoration, and the Classical period in Germany. Focus is given to the development of the physical playhouse, the diversity of acting style, the qualitative advances made in dramatic literature, as well as the social and economic forces shaping the period. Prerequisites: GES 101,102 or equivalent.

Theatre History (THH) 143: Late-Nineteenth and Twentieth Century

(2 Credits)

A study of the development of the theatre from the Nineteenth Century to the present time, including the technological and artistic advances in design and technical theatre, the rise of the non-commercial Free Theatre Movement, the "glory days" of the American Theatre, the birth of Realism and the revolutionary rebellions against it, the birth of the avant garde, the effect of Modern Art on staging practices and design, and the Epic Theatre in Europe and in America. This course provides the student with plausible historical explanations for why the theatre as an art, a craft, and a business, is the way it is today, and attempts to indicate what the theatre will become in the future. Prerequisites: GES 101,102 or equivalent.

WRITING AND LITERATURE

English 099: Writing Laboratory (No Credit)

Open to high school juniors and seniors and college students, the writing lab supplements classroom writing instruction. Students work with faculty tutors to overcome deficiencies in reading, writing, and study skills.

English (ENG) 251,252,253: Playwriting (2 Credits per Term)

Training in writing the one-act and full-length play, and in creating film and television scripts. The approach is shaped according to the needs of the individual students; hence, one term is not prerequisite to another.

English (ENG) 254,255,256: Fiction Writing (2 Credits per Term)

A study of the basic methods of narrative and of fiction writing and the writing of personal narratives and short stories. Discussion of the work takes place in class meetings and in conferences with the instructor. Prerequisites: Completion of General Studies 101,102,103 or permission of the instructor.

English (ENG) 257,258,259: Poetry Writing (2 Credits per Term)

A study of a variety of types of verse composition and the writing of poems of many kinds. Discussion of the work takes place in class meetings and in conferences with the instructor. Prerequisites: Completion of General Studies 101,102,103 or permission of instructor.

Literature (LIT) 224,225,226: Literature in English (2 Credits per Term)

The reading of a variety of masterworks from English, American and other literatures written in English. Each term's course will focus on the work of a particular writer, region, period, genre or theme. Offered in 1986-87, and alternate years. Prerequisites: GES 101,102 or equivalent.

Literature (LIT) 234,235,236: Literature in Translation (2 Credits per Term)

The reading of a variety of masterworks from world literature. Each term's course will focus on the work of a particular writer, country, period, genre or theme. Offered in 1987-88, and alternate years. Prerequisites: GES 101,102 or equivalent.

Literature (LIT) 290: Topics in Dramatic Literature (2 Credits)

A series of one-term studies of individual playwrights, groups of playwrights, periods. Subjects vary each term and year.

MODERN FOREIGN LANGUAGES

French (FRE) 101-102-103: Elementary French (3 Credits per Term)

The first half of a graded two-year approach to comprehension and communication in French, including the present, "passe compose," future, and imperfect tenses of the indicative. The major emphasis is on fundamentals of speaking and comprehension, with attention to phonetics, basic grammar, and the culture from which the language derives. The student completing this course should expect active use of limited segments of the language. Four class meetings a week.

French (FRE) 201,202,203: Intermediate French (3 Credits per Term)

A continuation of French 101-102-103, including the remaining tenses and moods. The major emphasis is on comprehension and conversation with continued attention to grammar, vocabulary building, and civilization. The student completing this course should expect an active comprehension and communication foundation for travel, reading, or study of literature or other fields where the language of instruction is French. Four class meetings a week. Prerequisites: French 101-102-103 or equivalent.

German (GER) 101-102-103: Elementary German (3 Credits per Term)

An introduction to German through audiolingual techniques. The major emphasis is on conversation, with attention given to basic grammar, reading and writing the language. An introduction to German culture.

German (GER) 201,202,203: Intermediate German (3 Credits per Term)

A review of German reading, writing and grammar. Expansion on conversational skills. Frequent reading of classical and modern prose, poetry. Prerequisites: German 101-102-103 or equivalent.

Italian (ITA) 101-102-103: Elementary Italian (3 Credits per Term)

An introduction to the Italian language. The major emphasis is on spoken Italian with attention to elements of pronunciation, basic grammar, and the culture from which the language derives. Four class meetings per week.

Italian (ITA) 201,202,203: Intermediate Italian (3 Credits per Term)

Continuation of structure and vocabulary building, conversation, with additional reading and civilization materials. Four class meetings per week. Prerequisites: Italian 101-102-103 or equivalent.

PHILOSOPHY

Philosophy (PHI) 111: Readings in Ancient Philosophy (2 Credits)

An examination of the birth of philosophical thought in the West, with major attention given to the metaphysics and ethics of Plato and Aristotle. Prerequisites: Satisfactory completion of GES 101 or permission of the instructor.

Philosophy (PHI) 112: Readings in Medieval Philosophy (2 Credits)

An examination of the major philosophical traditions of the Middle Ages, with some discussion of the cultural and social context of the philosophers to be studied. Prerequisites: Satisfactory completion of GES 101 or permission of the instructor.

Philosophy (PHI) 113: Readings in Seventeenth-, Eighteenth-, and Nineteenth- Century Philosophy (2 Credits)

A study and discussion of representative thinkers of the period, including Descartes, Hume, Kant, Hegel, and Schopenhauer. Prerequisites: Satisfactory completion of GES 101 or permission of the instructor.

Philosophy (PHI) 114: Readings in Contemporary Philosophy (2 Credits)

A study of thinkers who represent such major trends in philosophy as positivism, the phenomenological movement, existentialism, pragmatism, and linguistic analysis; plus an examination of writers who cannot be easily classified, e.g., Wittgenstein and Ernst Cassirer. Prerequisites: Satisfactory completion of GES 101 or permission of the instructor.

Philosophy (PHI) 224: Metaphysics and Mysticism (2 Credits)
Eastern and (primarily) Western perspectives on what is ultimately real and how it can be known. Readings and authors studied vary, but can be expected to include: Plato, Buddha, Spinoza, Descartes, Berkeley, Kant, among others. Prerequisite: Satisfactory completion of GES 101 or permission of the instructor.

Philosophy (PHI) 225: Moral and Political Philosophy (2 Credits)

The course focuses on the questions: What is a good life and a good society? What is right and wrong? Why be moral? The readings derived from the chief sources of Western ethics: The Bible, Plato, Augustine, Rousseau, Kant, Mill, Hobbes. Prerequisite: Satisfactory completion of GES 101 or permission of the instructor.

Philosophy (PHI) 226: Philosophy of Religion (2 Credits)
An examination of Eastern and Western religious ideas, with a large segment of the course given over to problems concerning the nature of religious knowledge, the nature and existence of God, the problem of evil. Prerequisite: Satisfactory completion of GES 101 or permission of instructor.

Philosophy (PHI) 227: Philosophy of Art (2 Credits)
An examination of classical and contemporary theories of the nature of art and of artistry. Prerequisite: Satisfactory completion of GES 211 and 212.

SOCIAL SCIENCES

Social Science (SOS) 154: Archaeology and Physical Anthropology (2 Credits)

A survey of the origins of ourselves and our cultures since human beings appeared on earth. The biological and environmental forces which influenced the ways our ancestors lived are reviewed. Methods by which this information has been learned and likely directions for our future as a species will be considered.

Social Science (SOS) 155: Cultural Anthropology (2 Credits)

The course considers what is culture, what are its parts, why must we have cultures, and why and how cultures change. The functions of a culture's major symbolic systems, such as the arts, will be examined.

Social Science (SOS) 190: Contemporary Issues in Anthropology (2 Credits)

A special topics course whose specific material may be changed according to class interest, but which will deal with an area of concern in anthropology and the other social sciences today.

Social Science (SOS) 224,225,226: American Cultural Studies (2 Credits per Term)

(Offered as needed)

SOS 224: A topical survey of American culture and society from the colonial period through the Civil War era, with special emphasis on literature, music, and decorative arts.

SOS 225: A topical survey of American culture from industrialization to the present time with emphasis on arts in an urbanized, industrialized world power.

SOS 226: Special topics (a focus on one facet of American culture, e.g., American Folklore, Religion in America; a different topic is chosen each year)

Social Science (SOS) 234,235,236: European Cultural Studies
(2 Credits per Term)

(Offered as needed)

SOS 234: A study of European cultural centers during the Early Modern Period. Specific topics include Renaissance Florence, Shakespeare's London, Amsterdam in the Dutch Golden Age, Versailles under Louis XIV, court life in the age of absolutism, and Paris in the eighteenth century.

SOS 235: A study of major cultural movements in nineteenth and twentieth century Europe, with emphasis on Romanticism, Classical Liberalism, Realism, Naturalism, Impressionism, and Modernism.

SOS 236: Special topics (a focus on one facet of European culture; a different topic is chosen each year.)

Social Science (SOS) 244,245,246: Contemporary World Issues
(2 Credits per Term)

(Offered as needed)

An examination of contemporary issues of global, national, and individual importance.

SOS 244: Contemporary World Issues: Global Perspectives. An examination of major contemporary world problems including population and food supply, war, the impact of technology, and the role of modern science.

SOS 245: Contemporary World Issues: The Western World in the Contemporary Age. An examination of the major national and international problems of the Western industrial nations, with emphasis on domestic political issues, economic trends, and social issues.

SOS 246: Contemporary World Issues: The Non-Western World in the Contemporary Age. An examination of non-Western cultures, governments, and values with special attention to problems of the Third World countries. The course will include a broad treatment of non-Western cultures as well as a special focus each year on a single non-Western culture.

MATHEMATICS AND SCIENCE

A student wishing to elect a Mathematics course to fulfill the all-school Science/Mathematics requirement may choose either of the following options:

1) Satisfactory completion of the Mathematics 101,102,103 sequence

2) Satisfactory completion of at least one 200-level Mathematics course.

Mathematics (MAT) 101: Foundations of Algebra (2 Credits)

A study of the properties of real numbers, linear equations and inequalities, graphing, polynomials and quadratic equations.

Mathematics (MAT) 102: Foundations of Geometry (2 Credits)
A study of parallel lines and transversals, quadrilaterals, regular polygons, similarity, ratio and proportion, right triangle theorems, distance, mid-point formulas, circles, area and volume, polyhedrons, prisms, cones, sphere construction exercises. Prerequisites: Mathematics 101 or the equivalent.

Mathematics (MAT) 103: Foundations of Trigonometry (2 Credits)
A study of right-triangle trigonometry, trigonometric ratios and applications, the Unit Circle, fundamental identities, Law of Sines, Law of Cosines and application. Prerequisites: Mathematics 102 or the equivalent.

Mathematics (MAT) 201: College Algebra (2 Credits)
A study of real and complex numbers, linear, quadratic, absolute value equations and inequalities, functions and their graphs. Prerequisites: Algebra I, Geometry and Algebra II; or Math 101.

Mathematics (MAT) 202: College Algebra and Trigonometry (2 Credits)
A study of inverse functions, exponential and logarithmic functions, the Unit Circle, trigonometric identities and equations. Prerequisites: Mathematics 201 or the equivalent.

Mathematics (MAT) 203: College Trigonometry and Introduction to Basic Calculus (2 Credits)
A study of oblique triangles, vectors and applications, limits and the derivative, continuity, differentiation and applications. Prerequisites: Mathematics 202 or the equivalent.

Science (SCI) 101: Foundations of Physical Science (2 Credits)
A study of science as a search for explanations of physical phenomena; emphasis on the nature of matter and energy relationships in matter.

Science (SCI) 102: Light and Sound (2 Credits)
A study of similarities and differences in optical and acoustical phenomena; emphasis on application of concepts to daily life and to the arts.

Science (SCI) 134: Geology of the Earth's Surface (2 Credits)
A study of rocks, minerals, weathering erosion, landscapes, rivers, deltas, beaches, glaciers, etc.

**Science (SCI) 135: Geology of the Earth's Interior
(2 Credits)**

A study of rocks, minerals, volcanoes, mountain building, plate tectonics, earthquakes.

Science (SCI) 136: History of the Earth (2 Credits)

A study of rocks, minerals, sediments, sedimentary rocks, time, radiometric dating, fossils, evolution, extinction, etc.

Science (SCI) 190: Major Issues in Science (2 Credits)

A one-term course with flexible content, exploring each year a limited number of physical and biological topics/issues of current interest.

**Science (SCI) 210: Nutrition, Behavior and Culture
(2 Credits)**

A study of concepts of normal nutrition as they relate to all age groups, with specific reference to the needs of young adults and performers. The cultural and behavioral aspects of nutritional patterns will be considered, using community resources when available.

**Science (SCI) 221,222,223: Human Anatomy and Physiology
(2 Credits per Term)**

A general course designed to provide a basic understanding of the structure and function of the human body. Practical considerations are given to the arts interests of individual students.

General Information

During each term of the academic year, the usual General Studies program of the college student consists of four semester hours, each course usually carrying two semester hours. The student will thus have earned twelve semester hours at the end of each year or a total of forty-eight hours at the end of four years. Modern languages and some science courses carry three semester hours credit. Independent Study courses or special seminars may vary from one semester hour to three semester hours credit depending upon the nature of the course.

Students who leave the School prior to completion of the college degree requirements may be issued a Diploma in their area of arts specialization. The Diploma indicates the amount of time spent in the School and the general level of satisfactory performance. Special requirements for the Diploma are listed in the requirements of each of the arts schools.

Satisfactory General Studies Progress Requirements

Students who have completed half the General Studies requirements for their degree must maintain a 2.0 cumulative

average and a 2.0 term average each term in General Studies courses. A student who fails to achieve either a 2.0 cumulative or a 2.0 term average will be placed on General Studies probation for the following term. The student whose cumulative average in General Studies courses falls below 2.0 for two consecutive terms will be dismissed from the degree program.

Students who have not completed half the General Studies requirements for their degree must maintain a 1.8 cumulative average and a 1.8 term average each term in General Studies courses. A student who fails to achieve either a 1.8 cumulative or a 1.8 term average for a given term will be placed on General Studies probation for the following term. The student whose cumulative average in General Studies courses falls below 1.8 for three consecutive terms will be dismissed from the degree program.

Pass-Fail Grade Designations

Students who have completed half their General Studies requirements may take one elective course on Pass-Fail basis. Courses with Pass-Fail designations carry the credit value indicated in the Bulletin. The Pass grade is calculated in the total number of credits. Pass-Fail designations are not calculated in determining the cumulative General Studies average.

A student must indicate by the end of the Drop-Add period whether the course is being taken for Pass-Fail credit. This decision is final and cannot be changed.

Grading System and Quality Points

Final grades on performance in class work are sent to students and, where appropriate, to parents or guardians after the examinations at the end of each term. In addition, mid-term reports are sent to students each term as a warning of less than satisfactory progress. Indication of student achievement is provided by the following grades and assigned quality points:

- A (4.0) indicates excellent work, superior achievement
- B (3.0) indicates very good work, work that merits praise
- C (2.0) indicates acceptable work that shows learning and progress
- D (1.0) indicates work that is barely acceptable, meets minimum requirements
- F (0.0) indicates course failure; work is so poor that minimum standards have not been met or required work has not been done; used as penalty in certain situations.

CEEB Examinations

Students who enroll in General Studies programs leading to the BFA or BM must present SAT scores that indicate probable success in college work.

NCSA accepts College Entrance Examination Board advanced placement courses for General Studies credit when a score of 3 or higher has been achieved on the official examination.

C.L.E.P. tests corresponding to courses in the NCSA curriculum may also be presented for evaluation for possible credit.

INDEPENDENT STUDY PROGRAM

This program offers college students an opportunity to take courses for credit under the direction of faculty members but apart from the regular curriculum. Independent study is intended mainly for third and fourth year college students, in good academic standing, with interests in certain subjects that go beyond the regular curricular offerings in General Studies. For more information, contact the General Studies Office.

THE DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs comprises Counseling, Health Services, Residence Life and Student Activities, and is under the supervision of the Dean of Student Affairs. The cocurricular programs and services offered by Student Affairs are intended to facilitate human growth and development. Students are assisted in developing skills in interpersonal relations, achieving personal integration, assuming responsibility for the consequences of choices, learning ways to deal with the stress of working to potential, and becoming better informed on handling or preventing problems. There is a great deal of individual contact as well as small group contact between staff and students. The Division also administers Residence Halls, Student Health and Student Commons facilities, major budget areas, staff, and other resources which provide opportunities for and promote an atmosphere conducive to growth and learning.

The Director and staff in each area of Student Affairs are professionally trained to develop and implement programs and procedures that are responsive to the needs/desires of students and that contribute to the effectiveness of the entire School.

Office of the Dean of Student Affairs

The Dean of Student Affairs plans and coordinates the division's four departments and manages its administrative affairs. The Dean is the internal representative of the Division and the external representative as directed by the Chancellor. Internally, the Dean coordinates the Division's affairs to promote teamwork, reduce duplication of effort, and assure effective provision of programs and services.

Cranford Johnson, Dean of Student Affairs (1986)

B.A., Birmingham Southern; B.D., Emory University

Eula J. May, Secretary

Counseling Services

The Department of Counseling Services is the primary source of individual and group counseling for students, and is available to faculty and staff. The counselors assist individuals, personally and professionally, in learning skills in order to (1) live more effectively from day to day, (2) make constructive changes in their lives, and (3) solve problems and manage difficulties and concerns. The outreach program of Counseling offers programs and workshops in cooperation with others in the Division of Student Affairs,

the arts schools, and the Division of General Studies. The counselors are available to individuals as well as groups; all consultations are confidential.

The Counseling staff have competence in areas such as decision making, Life Planning and Career Counseling, communication skills, Transactional Analysis, Gestalt Therapy, relationship and marital counseling, group counseling, Neuro-Linguistic Programming, psychological assessment, and other areas. Counselors also refer persons to other resources as appropriate: psychiatrists, psychologists, lawyers, family therapists, health professionals, specialized therapists, and others.

Sarah Lu Bradley, Director of Counseling (1971)

B.A., Greensboro College; M.R.E., Duke University;
M.Ed., Counseling, University of North Carolina-
Greensboro

Residence Life

The Residence Life program at the North Carolina School of the Arts is designed to accomodate the uniqueness the institution as a School where junior and senior high school, undergraduate, and graduate students on one campus seek training for careers in the professional performing arts.

The Residence Life Department cooperates with the campus at large to provide a community environment conducive to personal and professional growth. Developmental programming, residential safety, an inviting physical environment and enhancement of positive self-esteem for students are means through which the Department promotes the sense of community.

All full-time students enrolled in degree or non-degree programs are required to live on campus as space permits and to participate in the board plan through the School cafeteria. Married students or those living with family within commuting distance are exempted from this housing and board plan. Other students who desire to live off campus or be exempted from the board plan may appeal to the Housing Review Board.

College students are housed in a six building complex; students of the various arts areas are intermixed to enable them to learn from one another regarding the rigors of the several arts disciplines. Professional Residence Life staff live on campus to provide support and maintain rapport with the students.

Special attention is given to the legal responsibilities that the North Carolina School of the Arts bears in its "in loco parentis" role with high school students under 18 years of

age.

The professional staff is assisted by a paraprofessional staff of students (RA's) who receive extensive in-service training, enabling them to provide recreational and educational programs. The RA's live on the halls and give support and assistance to the other students in residence.

The college and high school halls both provide lounge spaces which are for recreational and educational programming, T.V. viewing, and contact with students and staff. Each area has kitchen and laundry facilities available for use by resident students.

Students are responsible to manage their time, attend class regularly, do homework, seek to maintain personal well-being, and observe the social rules and regulations as outlined in the Campus Life Handbook.

David Rettig, Acting Director of Residence Life (1986)
B.A.; M.Ed.; University of North Carolina-Greensboro

Martha Anne Goff, Assistant Director of Residence
Life and Judicial Coordinator (1980); B.A.; M.Ed. University
of North Carolina-Greensboro

Kate Brewer, Coordinator for Residence Life (1986)

Kenneth W. Chep, Coordinator for Residence Life (1985)

Lisa DuBois, Coordinator for Residence Life (1984)
B.S.; M.A., Michigan State University

William C. Laughlin, Coordinator of Residence Life (1985)

Patricia C. Robbins, Coordinator of Residence Life (1985)

Susan Reddick Harris, Secretary

Student Activities

The Department of Student Activities enriches the students' campus experience, promotes the development of leadership and life skills, and develops awareness of the benefits of effective use of leisure time through educational, social, cultural, recreational, and athletic opportunities for students. The programs are also open to faculty and staff.

Social activities include dances, parties, films, coffeehouses, and trips. Physical activities such as football, soccer, volleyball, basketball, and swimming are provided. Arts activities are provided which are in addition to the many offerings through the curriculum. Tickets and transportation to a number of artist series, lecture series,

plays, and concerts in the area may be obtained through Student Activities. Educational activities are offered to broaden student interest and knowledge of community, national, and international problems and to enhance student development. A Programming Board serves as an advisory body to the Student Activities program in determining types of programming to be scheduled.

The Student Advisory Council (SAC) works closely with the Student Activities Department, as do other student organizations regarding organizational registration and funding. The SAC as the student government organization provides a vehicle for student leadership and representation in all administrative or faculty/staff committees where student representation is required. It assists in assessing areas of concern among students, in communication of information among students, and in planning and implementing activities. The membership includes a Chairperson and Vice Chairperson elected at large by the NCSA student body and representatives from each arts school, the junior high residence organization, the senior high residence association, and graduate students.

The Student Commons Building is the campus center for Student Activities programs and social life. Recreational facilities include a swimming pool, gymnasium, weight room, and game room. A Coffeehouse located in the college residence halls is also a primary programming space for Student Activities; Crawford Hall is the setting for the major film series. The Student Activities Department provides on-campus publicity for events, primarily through its weekly publication, Happenings.

Douglas Roy Patterson, Director of Student Activities (1984)
B.S., Union College; M.Ed., University of Virginia

Juanita Dahmer, Assistant Director of Student Activities/Game Room Manager (1970)

Hope Adams, Assistant Director of Student Activities (1986)

Student Health Services

The Student Health program offers the primary source of physical health care and serves as one of several sources of assistance for the emotional needs of students. The staff provides preventive health counseling and educational programs, assesses students' physical illness/injuries and initiates proper treatment, and provides twenty-four hour emergency service. A nurse practitioner, physical therapist, Registered Nurses and a Licensed Practical Nurse, pharmacist, family practice physicians, and a secretary comprise the staff. Guidelines established by the American College Health Association, federal and state drug authorities, the North Carolina Board of Nursing Examiners, and the North Carolina Department of Health are followed in the operation of the Student Health Center.

Located on the first-floor of Sanford Residence Hall, the Student Health Center includes an infirmary, laboratory, physical therapy and treatment rooms, and offices for the staff. A nurse and physician are on call and available by telephone for emergencies when the center is closed. Emergencies are sent to the local hospital emergency rooms when the School physician is not on campus.

The Student Health Services fee provides for the services of the nurses and physical therapist, first aid supplies, non-prescription drugs, and the use of physical therapy equipment, crutches, vaporizers, etc. A portion of the School physician's fee is covered by this fee; students pay the other portion at each visit. Students are also charged for prescription drugs, ace bandages, laboratory tests, x-rays, and some services. Arrangements for medical or dental specialists may be made through Health Services.

Health and accident insurance is not included in the Health Services fee. In the event of referral, injury, and/or hospitalization of a student, the student or insurance covering the student is the primary source of payment. Individual health and accident insurance is available by contract with a private insurance company. Parents and/or students are urged to obtain insurance to prevent costly hospital bills. Itemized statements for health services charges, which may be reimbursable to the student or parent through insurance, may be obtained upon request by writing to the Director of Student Health Services.

Margaret Porter, N.P., Director of Student Health Services
(1966)

Cheryl Ziglar, Secretary

Nursing Staff:

Larnettra Richardson, R.N.

Gayle McElroy, L.P.N.

Alice McGilvary, R.N.

Physical Therapist:

Judith Vogel, L.P.T.

Physicians:

Robert Eberle, M.D.

Lee Rocamora, M.D.

SEMANS LIBRARY

The library, located in the Workplace Building, is named in honor of Dr. and Mrs. James H. Semans, who have been friends and supporters of the North Carolina School of the Arts since it was established.

The purpose of the library is to support the educational programs of the school. Among the services offered by the staff are group instruction, individual help in locating and using information, and inter-library loan.

Special emphasis has been placed on the performing arts in developing the book collection of 81,000 volumes, although there are many books on general subjects. The collection is particularly strong in drama, film, theatre history and design, costume, dance, and the literature of music. The music library also has 30,000 scores, including critical editions of the works of the great composers, and 31,000 recordings.

The library subscribes to more than 400 periodicals. The growing audiovisual collection includes films, filmstrips, video cassettes, and slides. An important recent addition to the library is the school archives, which contains the records of the School's history.

Professional Staff:

William D. Van Hoven, Head Librarian (1965)

B.A., Houghton College; M.A.T., George Peabody College for Teachers and Vanderbilt University; M.S.L.S., University of North Carolina at Chapel Hill

Dwight McLeod, Music Librarian (1982)

B.M., M.M., Manhattan School of Music; M.L.S. Columbia University

Carol Bernasek, Music and Record Cataloger (1970) Oberlin Conservatory; M.B., Salem College; M.M., University of North Carolina at Greensboro.

Gayl W. Pearman, Head of Technical Services (1979)

B.A., Greensboro College; M.S.L.S., UNC-Chapel Hill.

John L. LeDoux, Archivist (1984) (LWOP)

B.A., St. Cloud State University.

Supporting Staff:

Cathy Westmoreland, Head of Circulation
Sarah Salzwedel, Assistant to Music Librarian
Bill Bloxham
Eleanor Holston
Jean McDonald
Elsie Van Lehn
Pamela Evans (part-time)
Lillian Ingram (part-time)
Betty Dixon (part-time)
Anna Henry (part-time)

ADMISSIONS

The North Carolina School of the Arts seeks to enroll students with demonstrated talent and potential in dance, design and production, drama, music or the visual arts at both the high school and college level. Consideration is also given to the applicant's ability to meet the NCSA graduation requirements and standards of performance. The Admissions Committee, which consists of the Director of Admissions, the Dean of Student Affairs, the Dean of General Studies, and the appropriate arts dean), considers each applicant individually and bases its decisions on the excellence of the candidate's artistic level of performance, the results of the entrance audition/review, evaluation of the applicant's previous scholastic achievements and records, arts and academic achievement and promise and the personality and character of the applicant.

Applicants and interested persons are cordially invited to visit the campus. The Admissions Office welcomes visitors and will be happy to schedule interviews and/or tours upon request.

ADMISSIONS STAFF

Edward T. Brake, Director of Admissions (1986)

B.S., Southwest Missouri University; M.S., Southern Illinois

Valerie Cobler, Assistant Director of Admissions (1967)

Pat Winebarger, Administrative Secretary (1977)

Janice Leonard, Secretary (1975)

DEGREE AND DIPLOMA PROGRAMS

HIGH SCHOOL DIPLOMA

This program allows students to work toward a high school diploma. It includes general North Carolina high school graduation requirements, as well as concentration in the student's major area. Dance and music students may enter as early as the 7th grade, while visual arts students may enter as early as the 11th grade. There is no drama program at the high school level.

BACHELOR OF FINE ARTS IN DANCE

This four-year program is available for ballet and modern dance majors at the college level. Please refer to the dance curriculum for specific course information.

DIPLOMA IN DANCE

This four-year program is available for ballet and modern dance majors at the college level, and allows students to concentrate entirely on dance studies without any general studies requirements. Refer to the

BACHELOR OF MUSIC

This four-year degree program is available to music students at the college level. Majors are available in all performance areas, as well as composition. Please refer to the music curriculum for specific course information.

DIPLOMA IN MUSIC

This four-year program is available at the college level and allows the student to concentrate entirely on musical studies without any general studies requirements. Performance majors in all areas and composition are available. Please refer to music curriculum for specific course information.

BACHELOR OF FINE ARTS IN DESIGN AND PRODUCTION

This four-year degree program is available to students at the college level. Please refer to the design and production curriculum for specific course information.

DIPLOMA IN DESIGN AND PRODUCTION

This four-year program is available to students at the college level and allows the student to concentrate entirely on design and production studies without any general studies requirements. Please refer to the design and production curriculum for specific course information.

MASTER OF FINE ARTS IN DESIGN AND PRODUCTION

This graduate degree program is available to students at the college level. Please refer to the design and production curriculum for specific course information.

BACHELOR OF FINE ARTS IN DRAMA

This four-year degree program is available to students at the college level. Please refer to the drama curriculum for specific course information.

DIPLOMA IN DRAMA

This four-year program is available to students at the college level and allows the student to concentrate entirely on drama studies without any general studies requirements. Please refer to the drama curriculum for specific course information.

SPECIAL STUDENTS

Although most students at NCSA are enrolled in a degree or diploma program, special students who are not pursuing a degree or diploma may be admitted and allowed to take courses in the arts or general studies area. Special Students may receive credit for courses taken, but are not eligible to receive a degree or diploma. Courses in the general studies curriculum are open to non-matriculated Special Students, with the approval of the Dean of General Studies, when there are vacancies in the class. Admission to arts classes as a Special Student requires an audition. Interested students should apply through the Admissions Office and follow regular application procedures.

TRANSFER STUDENTS

College students who wish to transfer from other institutions must comply with audition and entrance requirements, including the SAT/ACT scores. College courses carrying a "C" or better grade may be considered for transfer credit. High school transfer students are given full credit value for high school units satisfactorily earned in grades 9 through 12 from an accredited secondary school.

The transfer student is placed, upon entrance into NCSA, at a level of arts instruction reflecting past training and experience (i.e. placement where the applicant fits best into the NCSA program.) Upon placement, the student then completes the sequence of arts courses from that point on, regardless of academic level or age. College students completing the requirements in the major arts field are eligible for the Diploma.

Progression in the general studies courses follows the conventional pattern. Required general studies courses in junior and senior high school are the same as for those in other fully accredited schools throughout the State. A high school diploma, Bachelor of Fine Arts or Bachelor of Music degree may be awarded upon completion of all arts and general studies required for the specific program.

FOREIGN STUDENTS

Foreign students who apply for college admission must furnish TOEFL (Test of English as a Foreign Language) scores or similar documents of English proficiency. Secondary school applicants must provide SLEP (Secondary Level English Proficiency) scores or other documentation of English proficiency. Applicants must also submit a statement or affidavit of financial support. The I-20 Form, required to obtain a Student Visa, is issued by NCSA only after the applicant has been fully admitted to the School and all required materials and information has been received by the

Admissions Office.

ADVANCED PLACEMENT

Students may qualify for advanced standing through placement tests. A student who participates in the Advanced Placement Program of the College Entrance Examination Board may have his record considered for advanced placement and/or credit in the college program when a score of 3 or higher has been achieved on the official examination.

CLEP tests corresponding to courses in the NCSA curriculum may also be presented for evaluation for possible credit.

APPLICATION AND ADMISSIONS PROCEDURE

All applicants must:

- 1) Complete and submit the Application for Admission to the NCSA Admissions Office with the required non-refundable application fee of \$15.
- 2) Request that transcript(s) of high school and/or previous college work be sent to the NCSA Admissions Office.
- 3) Distribute Recommendation Forms to references and ask that they be completed and forwarded to the Admissions Office as quickly as possible.
- 4) Have a copy of SAT or ACT scores forwarded to the Admissions Office. To be admitted to a college degree program a student must have a combined SAT score of 800 or higher or have a score of 17 or higher on the ACT. Applicants scoring lower may be admitted to the diploma program.
- 5) Indicate with the application when and where you plan to audition. (All applicants must participate in an Entrance Audition/Interview.) Notification of audition results is normally made within 2-3 weeks after the audition. If additional materials are needed to complete the application and folder, the applicant will be notified at that time.

NOTE:

Applicants who pass the audition and have been accepted into a degree or diploma program will be notified accordingly and advised to submit a tuition deposit in order to secure a space in the entering class. Student housing information is also sent at this time.

Those paying the tuition deposit will be sent a comprehensive registration and enrollment packet in early August.

AUDITIONS

The first requisite for admission to NCSA is demonstrated talent, achievement, and career potential based on an audition/interview in the field of dance, drama, music, design and production or visual arts. Audition and performance standards are set by the dean and faculty of each school for its professional training program.

Specific audition/interview instructions and information is provided with the Application for Admission and is available from the Admissions Office. Information includes specific dates, audition procedures, repertoire, etc. Auditions are scheduled periodically on the NCSA campus in Winston-Salem and in selected off-campus locations.

OTHER ADMISSIONS REQUIREMENTS

Each applicant for a college program must present a satisfactory high school diploma or the equivalent.

All applicants must submit two recommendations from academic and/or professional references.

SPECIAL INFORMATION

Admission Requirements for the College Program

Beginning in the fall of 1988, the high school transcript must include 4 units of English, 3 units in Mathematics (including Algebra I and II and Geometry), 3 units in science (including one physical science, one biological science and one laboratory science), and 2 units of Social Studies (including 1 unit in US history.) In addition, it is recommended that prospective students complete at least 2 course units in one foreign language, and that they take 1 foreign language course and 1 mathematics course unit in the twelfth grade. Students must have a high school diploma or the equivalent in order to be accepted into a college level degree or diploma program. Exceptions to these minimum admissions criteria will be made in accordance with the policies established by the Board of Governors of The University of North Carolina. For more information, contact the Admissions Office.

TUITION AND FEES

Tuition Deposit

New students accepted for admission to the School are required to make an advance deposit of not less than \$100 to be applied against the student's tuition and fees for the academic term for which he or she is accepted. This deposit must be paid within three weeks of the mailing by the School of the student's notice of acceptance. If the deposit is not paid within this period, the applicant shall be assumed to have withdrawn the application, and, if awarded, forfeit any scholarship and/or financial aid.

If the applicant, after remitting a deposit, decides not to attend the School and gives notice of his decision by May 1, in the case of application for the fall term, or at least one month prior to the beginning of the term in the case of application for the winter or spring term, the deposit shall be refunded.

Deposits made by students who fail to give notice of withdrawal to the School as provided above shall be forfeited to the School.

An advance deposit of \$50 is required of each student enrolled for the regular academic year who intends to return for the succeeding academic year. This deposit is due during the last regular term (spring term) of the current academic year preceding the next fall academic year. If the deposit is not paid within this period, it will be assumed that the student does not plan to return and any financial aid or scholarship awarded will be forfeited. In the event of hardship, the deposit may be waived by the School at its discretion.

The deposit shall be applied against the student's tuition and fees in the event the student returns. If the student decides not to return to the School and gives notice of his decision within thirty (30) days after the day the deposit is due, or if the School determines that the student is not eligible to return, the deposit shall be refunded. Deposits made by students who fail to give notice within the stated 30-day period shall be forfeited to the School.

Partial Housing Payments - New and Returning

All students are required to pay a \$50 partial housing payment when the housing application/contract is submitted.

Returning students are required to pay \$50 during the spring term.

The prepayment shall be applied against the student's fall housing fee. Procedures for refunds are the same as for the tuition deposit.

CHARGES FOR 1986-87

Per TUITION Year	1st Term	2nd Term	3rd Term	
High School-In-State	7	7	6	20
High School - Out-of-State	484	484	484	1452
College - In-State	244	244	244	732
College - Out-of-State	1232	1232	1232	3696

FEES

Department Fees - College	50	50	50	150
Department Fees - High School	34	34	34	102
Secondary Music Fee (if not required 1/2 hour lessons)	60	60	60	180
High School Textbook Rental	16	16	16	48
Room (Double Occupancy)	414	349	349	1112
Room (Single Occupancy) -- Available only to College)	489	409	409	1307
Board (required of all on campus students)	515	422	421	1358
Health (applicable to all students)	59	59	59	177
Activity Fee (applicable to all students)	60	60	60	180
Campus Damage/Library Deposit (Refundable after end of school year if no charges are outstanding)				
On Campus Residents	75			
Off Campus Residents	25			
Student Orientation Fee	5			

*Miscellaneous:

Graduation Fee	15
Transcript Fee	3
ID Replacement	3
Application Fee	15

All billed tuition and fees must be paid prior to beginning of each term for which the student is enrolled.

*Health fee covers basic service from the Student Health Center.

Individual laboratory work, prescriptions, and doctor's office visits will be billed to the student as the charge occurs.

Fee Changes

The School reserves the right, with the approval of the proper authorities, to make changes in tuition and other fees at any time.

Questions concerning payment of fees should be directed to Student Accounts in the Business Office.

Withdrawal and Refund Policy

Students who officially withdraw from the School will be entitled to a proportionate refund of tuition and fees. Students withdrawing must present to the Business Office notification from the Registrar that they are withdrawing from the School in good standing. Refunds will be made according to the following schedule:

Number of weeks	Percentage of Total Tuition & Fees (minus nonrefundable Attendance deposits) to be refunded
1	100%
2	85%
3	65%
4	40%
5	0%

Attendance is counted from the first day of required attendance in a term. Fractions of a week count as a full week. No refunds will be made following the fourth week. Exceptions to the above may be reviewed by the Tuition and Fees Appeals Committee. Refunds of less than \$1 will not be made.

Students receiving Financial Aid who are eligible for a refund upon withdrawal, will have those refunds applied proportionately to the program(s) from which the funds were disbursed on a pro-rata basis.

Suspension or Unofficial Withdrawal

Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund of tuition or fees.

The following exception to the refund policy will be applicable to students receiving funds from the Veterans Administration under the provisions of Title 38, United States Code. The amount charged to such persons for tuition, fees, and other charges for a portion of the course will not exceed the approximate pro rata portion of the total charges that the length of the completed portion of the course bears to its total length.

REGISTRATION

June R. Putt, Registrar (1974)
B.A., University of Connecticut; M.A., Cornell University
Bonnie Coonfield, Secretary (1986)
Lori Lambert, Clerk-Typist (1986)

Registration takes place at the beginning of each term. Students must show evidence of payment of tuition and fees prior to enrolling in courses. All students are required to register and will not be granted entry to classes without having done so. New students will receive instructions regarding times and places of registration, orientation and placement testing during the summer prior to their arrival at the School.

Students who appear for registration at a time later than specified in the School calendar are subject to a late fee of \$20.

No one will be permitted to register as a full-time student after the completion of the first full week of classes for a given term. Any exception will be by petition to the Dean of the school involved, in consultation with the Dean of General Studies.

Class Designation

A student's status is officially determined on the basis of his progress in his arts area. Level designations are, therefore, based upon a combination of the number of arts course requirements which have been met and the level of artistic proficiency which has been achieved.

Credit Definitions

Students enrolled in high school programs receive credit in terms of standard high school units. College credit is awarded in semester hours.

Course Numbering

In general, courses are numbered such that the first digit reflects the level of the course, with the number one indicating an introductory level. A course with hyphens (as any foreign language course numbered 101-102-103) indicates a three-term course for which credit is not allowed until the three terms are completed. Courses with commas indicate the courses which should be taken in sequence.

Course Requirements

It is the responsibility of the student to know the requirements for his/her particular program and, where specific general studies courses are required, to include these courses in the program. Individual program requirements are outlined in the appropriate sections of this catalog.

Residency Requirements

In order to qualify for a College Diploma, Bachelor of Fine Arts or Bachelor of Music Degree from the North Carolina School of the Arts, the student must be registered as a full-time college student for a minimum of two years, one of which must be the student's graduating year.

A college student must carry eight or more credit hours per term in order to be classified as a full-time student.

Transfer Students

College transfer students will be placed according to ability and experience at the discretion of the appropriate dean and faculty following review of prior courses and interviews with faculty members. Where applicable, placement tests will be administered. Appropriate Advanced Placement Credit will be awarded. Normally, a transfer student spends at least two years at the School of the Arts to qualify for the Bachelor of Fine Arts or Bachelor of Music Degree or Diploma. (See Residency Requirements)

Part-Time Degree Students

Under certain circumstances, a matriculated college student may enroll as a part-time degree student for a given term. This status generally is reserved for college seniors in their last term and is only granted by special permission of the appropriate dean. Part-time degree students may carry fewer than eight credits and are charged by the credit, according to the schedule of fees for special students.

Course Audit

A regularly registered student may, with the consent of the appropriate dean and the instructor, audit one or more courses or classes outside his/her arts area in addition to his/her regular program. Attendance must be regular. No credit is given.

Course Planning and Program Advising

Each student is assigned an advisor when he or she enters the School. The advising system varies from one arts school to another. In some schools the Dean or Assistant Dean acts as the student advisor; in others, members of the faculty are assigned as advisors.

Students meet with their advisors during designated weeks toward the end of each term to plan their programs for the following term. The courses each student selects must be approved by the advisor, who signs the Registrar's Proposed Program Sheet during the course-planning conference. The student presents the approved Proposed Program Sheet at Registration, and is not allowed to register for courses without it.

Add/Drop

For one week after Registration, a student may add or drop courses. Course changes during this week do not appear on the student's permanent record. Students who wish to add courses should seek permission from the instructors of the courses to be added and from their advisors, who sign the Change of Schedule forms available from the Registrar. Courses for which students have not registered must be added in order for credit to be given.

No high school student will be permitted to drop or add general studies courses after registration is completed except with the approval of the Assistant Dean of General Studies (High School) and the instructor of the course.

Course Withdrawal

A student may withdraw from courses for the first six weeks of each ten-week term with the signed approval of the advisor, who will meet with the student to discuss the reasons for the request to withdraw. In some cases, the student will withdraw from a course on the recommendation of the course instructor or the insistence of his/her dean or the Dean of General Studies. Students are advised to withdraw from courses when successful completion appears impossible. The mark "W" is assigned for courses from which students have withdrawn. Students withdraw from courses by using the Change of Schedule form, available from the Registrar.

Course withdrawal without permission and processing of the appropriate form will result in an automatic grade of "F" for the course.

Attendance

Students are expected to attend all their class meetings, rehearsals and performances, and to arrive on time, prepared to participate fully. Attendance regulations for each program and for individual courses within the program are communicated to students and kept on file in the appropriate school or department office. Students who violate the attendance regulations will be referred to the appropriate Dean or Director, who will counsel or discipline the students. Students who miss class frequently must be prepared to receive a low or failing grade or be advised to withdraw from that course.

Final Examinations

Final examinations will take place during a two-day period at the end of each term. An unexcused absence from a final examination will result in the student's receiving a "0" for that activity and loss of makeup privileges.

Early Departure from School at the End of a Term

Students wishing to leave school before the end of the term must have permission from the Dean and present to the Dean written documentation of the necessity for early departure. The reasons for such requests must be stated specifically: by employers (for jobs), by parents or doctors (for urgent medical treatment.) All students are expected to make travel arrangements which do not conflict with scheduled examinations.

High School students should schedule a conference with the Assistant Dean of General Studies (High School) as soon as they become aware of their need for early departure or late return. Clearance requires at least a week to complete and final approval by the Dean of General Studies.

Students who leave campus without full clearance will be considered to have unexcused absences.

Withdrawal from School

Students who wish to withdraw from school during a term must process the appropriate form, which is available through the Registrar's Office. Students who withdraw from School during a given term receive no credit for courses taken during that term. Students who leave school without officially withdrawing will receive grades of "F" for all courses for which they are registered and will forfeit eligibility for refund of tuition or fees.

Students who have terminated their enrollment for any reason

must apply for readmission prior to being allowed to register for a subsequent term.

Leave of Absence

A Leave of Absence may be granted for a specific period of time for a valid educational purpose. Permission for such a Leave must be sought by processing the appropriate form, available in the Registrar's Office. Such permission may be granted by the appropriate arts dean, with the understanding that no credit can be given for studies or projects undertaken by the student while not officially enrolled in school. No tuition is paid for a term during which a Leave of Absence has been granted and no application for readmission is required if the student re-enrolls for the term immediately following the Leave period.

Grading System

Final grades for courses are sent to students and, when applicable, to their parents or guardians at the end of each term. Indication of student achievement is provided by the following grades and quality points:

A = 4	I = Incomplete
B = 3	W = Withdrew
C = 2	P = Pass
D = 1	
F = 0	

Retention

Students should consult the Bulletin section for their respective arts programs and for the Division of General Studies to learn the specific grade and quality point requirements for continuance in their programs and for graduation.

Incomplete Course Work

Occasionally, because of personal, medical or other emergencies that may arise, a student may be unable to take final examinations or juries or complete the final assignments for a course. In such cases, a grade of "Incomplete" may be requested for one term so that the student may complete the courses in which satisfactory progress was being made at the time of the request. The normal time limit to complete the work for a course in which a grade of "Incomplete" has been given is the end of the term immediately following the term in which the "Incomplete" was given. However, an individual faculty member, with the permission of the Dean, may designate an earlier deadline for making up the incomplete work. Failure to complete the course work by the end of the following term will result in a

grade of "F" for the course.

Student Responsibility for Course Work

In submitting assignments and projects for courses, students take responsibility for their work as a whole, and imply that, except as properly noted, the ideas, words, material, and craftsmanship are their own. In written work, if students cite from a source of information or opinion other than themselves without giving credit, either within the body of their texts or in properly noted references and without using quotation marks where needed, or otherwise fail to acknowledge the borrowings, they have in fact presented the work, words, or ideas of others as if they were their own. Failure to abide by those simple principles of responsible scholarship is dishonest, as is receiving or giving aid on tests, examinations or other assigned work presumed to be independent or original. A student whose work is found to be dishonestly accomplished and submitted as his or her own for credit will be removed from the course with a grade of "F."

Student Records

All educational records for students are maintained in the Registrar's Office and are available for student examination, as outlined by the Family Educational Rights and Privacy Act. Students are informed at regular intervals of their current grade point averages and credits accumulated. Students having questions about their progress are encouraged to address these questions to the Registrar.

STUDENT FINANCIAL AID

The Office of Student Financial Aid seeks to assure that all qualified students have access to student financial aid for which they are eligible and attempts to assure that no qualified student be denied the opportunity to attend the North Carolina School of the Arts due to the lack of financial resources. The Office provides financial counseling, a campus and community outreach program, up-to-date information, assistance in the acquisition of financial aid resources, a loan collection program, and implementation of the regulations of programs which govern the funds administered.

The North Carolina School of the Arts financial aid program is designed to assist students in meeting the cost of attending NCSA when their financial resources do not meet their educational costs at NCSA. Parents and students have an obligation to pay for their education to the extent of their ability to do so. Financial need is determined by subtracting the reasonable family contribution from the expected costs. A student who demonstrates financial need and has the potential for success at NCSA may apply for financial assistance to help meet the expected expenses. Financial aid at NCSA is awarded without regard to a student's race, religion, color, national origin, sex, age, or handicap.

Types of Aid

The North Carolina School of the Arts receives support for its Financial Aid Program from federal and state governments, individuals, and foundations. All student aid funds are administered according to the provisions and regulations of the contributing agency or donor.

NCSA is a participating institution in the following federal/state programs:

1. Pell Grant
2. Supplemental Educational Opportunity Grant
3. College Work-Study
4. National Direct Student Loan
5. State Grants and Scholarships
6. Guaranteed Student Loan
7. Parent Loan for Undergraduate Students
8. Minority Presence Grant
9. State Student Incentive Grant

Furthermore, NCSA awards special and discretionary scholarships as described in this section.

Discretionary Scholarships

Discretionary scholarships are awarded to students whose audition evaluations and other records show unusual talent,

ability, and artistic potential. The awards are made by the dean of each arts school upon recommendation of each arts school faculty. Out-of-state college students who receive scholarships may also be granted tuition reductions. A scholarship, and when applicable, a tuition reduction, is normally granted for one academic year. Any scholarship stipend is contingent upon the student's enrollment at the North Carolina School of the Arts for the academic year to which the scholarship applied. If a student fails to enroll or ceases to be enrolled in the School, he/she shall forfeit all of the appropriate pro rata share of the scholarship. Many scholarships are renewable, provided the student meets the renewal requirements listed in his/her scholarship award letter. If a scholarship recipient is placed on general studies or artistic probation at the end of one term of the trimester year and does not raise his/her performance to an acceptable level by the end of the following term, the pro rata remainder of the scholarship may be reduced or cancelled for the balance of the year and not renewed for the following year. Scholarships and tuition reductions shall be considered as assets toward meeting one's financial need so that the combination of scholarships and financial aid for an individual student shall not exceed the School's estimated educational expenses, including reasonable allowances for books and supplies, transportation, personal expenses, as well as tuition and required fees, room, and board.

Special Scholarships

Special scholarships are awarded each year to outstanding students. Information and criteria pertaining to some of these scholarships would include:

Sanford Scholarships - Four Full Scholarships

1. Awarded to one student per year in dance, design and production or visual arts, drama, and music.
2. Students must make application through the Admissions Office for the competition and be legal residents of North Carolina.
3. North Carolina School of the Arts students are not eligible.
4. Nonrenewable, for 1 year only.

Nancy S. Reynolds Merit Awards - \$1000 Awards

1. Awarded each year by each arts faculty to an outstanding returning student.

William R. Kenan, Jr. Awards - Four \$1000 and four \$500 Awards

1. Awarded each year to outstanding returning students nominated by the arts faculties and approved by the Chancellor.

John G. Welch Scholarships - \$500 Awards

1. Awarded each year from nominations by the arts deans

and approved by the Chancellor.

2. Criteria are talent, ability and arts potential.

Stephenson Memorial - \$200 Award

1. Awarded to high school visual arts students.
2. Preference to students who are legal residents of North Carolina.
3. Awarded to student who has financial need.

Vittorio Giannini Awards in Music - \$1000 Awards

1. Awarded to new or returning high school or college students.
2. Renewable.
3. Number of new and renewable recipients per year
 - 2 Composition
 - 2 Violin
 - 1 Voice
4. Additional scholarships may be awarded if sufficient additional funds are available.

Sarah Graham Kenan Memorial Organ Scholarships

1. Awarded by the Music School faculty.
2. Awarded to new or returning high school or college students demonstrating outstanding talent and potential.

Sarah Graham Kenan Scholarship for Excellence

A full scholarship for an all-around rising college senior who demonstrates outstanding characteristics in talent, academics, and leadership potential, will be awarded each year. The selection criteria are available upon request to the Student Financial Aid Office.

C.M. and M.D. Suther Scholarship

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina resident who is an undergraduate college student on the basis of academic standing and financial need. Recipients are selected by the financial aid office. Awards vary in amount according to income available from the trust account.

Sigmund Sternberger Scholarship

The Sigmund Sternberger Foundation provides scholarship funds for Guilford County residents. The awards are based on demonstrated financial need.

Additional Scholarships are awarded from the following sources as funds permit:

Barrows Scholarship
Bell Scholarship
Campbell Scholarship
Catawba County Scholarship
Daywood Scholarship
Royes Fernandez Scholarship

Jephson Scholarship
Fiorella Keane Scholarship
Mary MacArthur (Helen Hayes) Memorial Scholarship
Jeanelle Moore Scholarship
Reader's Digest Scholarship
Remke Scholarship
Kathleen Tague Memorial Scholarship
L.P. Whitehead Scholarship
Elizabeth Weaver Memorial Scholarship
DeWitt Chatham Hanes Scholarship
Steven Brewster Memorial Scholarship
William Howard Osborne Memorial Scholarship
Elizabeth John Memorial Scholarship

Information Regarding the Insured Student Loan Program:
As a participating institution for the State Guaranteed Student Loan program, a dependent student may apply to borrow up to \$2500 per year for undergraduate work. Graduate students may apply for up to \$5000 per year. Repayment begins 6 months after the borrower terminates at least half-time enrollment status. A North Carolina student may seek funds from The College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605. Out-of-state residents should write to the financial aid office for the name of the lending agency in his/her state.

Information Regarding the Minority Presence Grant Program:
Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least 4 hours of degree credit course work and demonstrate financial need.

Financial Aid Determination and Award Process:
Awards are made to full-time students who are pursuing high school diplomas, college degrees, or college diplomas, and graduate students.

Financial aid awards will be prepared for entering students in late spring preceding their fall enrollment. Renewal awards will be made in mid-summer.

A student who completes the NCSA Application for Financial Aid, and the required supporting documents, will be considered for all financial assistance for which he/she is eligible, including general scholarships, grants, loans, and employment. The student may indicate on the application the types of aid for which he/she wishes consideration, and the institution will try to meet the student's financial need with funds that are available and appropriate to the individual's circumstances.

Renewal of Financial Aid
Applicants must file a new financial aid application for each

year of enrollment. Awards may vary from year to year as family circumstances and availability of funds change. In order to be eligible for the renewal of aid, a student must have continued need, must be in good academic standing, and must be maintaining satisfactory progress at NCSA. A student is not eligible for financial assistance if he/she owes a refund of federal grant aid or is in default on a federal loan.

Instructions for Application for Financial Aid

Although both high school and college level students may apply for financial assistance, the procedure differs for each level.

All students must:

1. Submit the NCSA Financial Aid Application
2. Submit the Financial Aid Form or Family Financial Statement to the proper agency.
3. Submit a copy of the parents' latest income tax form 1040, 1040A, or 1040 EZ.

College applicants must also:

- Submit the Student Analysis Report for the federal Pell Grant Program to the NCSA Student Financial Aid Office (required of all college applicants).
- Submit the required verification information as requested by the appropriate agency.

It is essential that prompt attention be given to these procedures. Preference will be given to entering students whose applications are received by April 1. Enrolled students should submit the required forms by April 15. Students who submit applications after the preferred deadline dates will be considered as time and funds permit.

The financial aid program at NCSA includes funds from scholarships, grants, loans, and employment. Financial Aid is awarded on the basis of a student's demonstrated financial need. A student who is awarded funds may receive a "package of aid". This could include some gift aid (in the form of scholarship or grant) or some self-help assistance (in the form of loan and/or employment). Students should understand the terms of financial aid awards before accepting them.

Independent Students

Self-supporting applicants may apply as financially independent, provided that during the preceding, current and following calendar year they:

1. Have not, nor will, live with their parents for more than six weeks;
2. Have not, nor will, be claimed as a federal tax exemption by parents, and
3. Have not, nor will, receive \$750 or more in financial

support from parents.

The definition of parent is the natural or legally adopted parent or guardian as stated on the need analysis information.

Other Information

A brochure "Student Guide to Financial Aid Opportunities" is available upon request to the Student Aid Office. The brochure explains in detail the financial aid process at NCSA.

Patsy M. Braxton, Director of Student Financial Aid and Institutional Research; Title IX and Section 504 Officer; and Tuition-Review Officer (1979)

A.B., Guilford College; M.S. Old Dominion University

Laura H. Allen, Secretary (1973)

Jane Pugh, Clerk-Typist (1986)

SUMMER SESSION

The North Carolina School of the Arts offers summer programs in dance, visual arts, drama, and music, on the Winston-Salem campus.

The Summer Session accepts students at the junior high, high school, and college levels. In some instances, students both older and younger are accepted.

The Summer Session of the School of the Arts is designed to give students an opportunity to explore the performing art in which they are interested and in which they show some proficiency. Students who have not yet committed themselves to the pursuit of a professional career in one of the performing arts can use the Summer Session to determine the degree of their interest and their competence in their chosen field. At the end of the Summer Session, many students are able to decide for the first time whether they wish to pursue a full-time training program leading to a career in one of the performing arts. Those who wish to attend the regular session of the School are accepted when they successfully pass the required audition. Attendance at the Summer Session, however, is no guarantee of acceptance for the regular session.

All applicants, including those who are already enrolled in the regular session, are required to submit application forms. Completed forms must be returned to the Director of Summer School Admissions with an application fee of \$15. This fee is not required of those students already enrolled in the School of the Arts, nor of those who have already paid the application-audition fee for the regular session. Inquiries should be addressed to: Director of Summer School Admissions, N.C. School of the Arts, Box 12189, Winston-Salem, NC 27117-2189.

MUSIC

Each summer the School of Music presents a series of workshops, clinics and special interest programs for high school and college-age students. Both prominent guests and members of the School of the Arts faculty offer workshops on individual instruments and other areas of music performance. These programs are announced each year in January and information is available thereafter.

DANCE

The School of Dance offers an intense program for beginning, intermediate and advanced students which includes technique classes in ballet, pointe, modern, character classes and dance composition, mime and adagio for advanced students.

Also included in the summer dance curriculum are classes in music appreciation, acting, and dance history. The outstanding faculty at the School is augmented by guest teachers.

VISUAL ARTS

The Visual Arts Department offers a five-week program for high school and beginning college credit designed to train students in the skills and tools of visual communication. The curriculum includes instruction and practice in graphics, drawing, two-dimensional design, and ceramics. This is supplemented by critiques, introductory lectures in art history, field trips and intensive work in the art laboratory.

DRAMA

The School of Drama offers an intensive course in theatre designed for high school students who have some experience in drama and who wish to explore the field further. Classes in acting, mime, movement, jazz dance, and technical theatre are given. The regular faculty of the school is augmented by guest teachers. Students may perform in a workshop production.

Information and Applications

More complete information about the Summer Sessions, as well as specific requirements for admission, fees, and tuition to the various programs is published separately. For further information about these sessions write:

Ed Brake

Director of Summer School Admissions

North Carolina School of the Arts

PO Box 12189

Winston-Salem, NC 27117-2189

919-784-7170

Janice Leonard, Secretary (1975)

ARTSWORK

In the summer of 1980, NCSA, in cooperation with the Division of Arts Education of the State Department of Public Instruction, began ARTSWORK, a professional workshop for teachers of the arts. The week-long program emphasizes intensive training in a particular art form and is taught by both NCSA and guest faculty. Another important facet of ARTSWORK is the opportunity, in both formal and informal ways, for teachers in the various arts to share concerns and experiences. Elementary and secondary teachers who satisfactorily complete the program earn renewal credits.

Each summer's topic will vary according to perceived interest and needs.

For additional information, contact William Tribby,
Coordinator, ARTSWORK, North Carolina School of the Arts, PO
Box 12189, Winston-Salem, NC 27117-2189.

APPENDIX

Institutional Policy Regarding the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal Law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

The North Carolina School of the Arts accords all of the rights under the law to the parents of high school students who are younger than 18 years of age. At the college level, the rights accorded to and the consent required of the parents shall only be accorded to and required of the student. For the sake of brevity, further references will be made to the rights of the student, with the understanding that the word "parent" would apply when referring to those High School students who are younger than 18 years of age. No one outside the institution shall have access to nor will the institution disclose any information from a student's educational records without the written consent of the student except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health or safety of students or other persons, and to the parents of those college students who are financially dependent as defined by Sect. 152 of the IRS Code of 1954. All of these exceptions are permitted under the Act.

It should be noted by college students that it is our policy to consider all students as financially dependent unless we are specifically informed by the student or by the Director of Student Financial Aid that he is independent of his parents for purposes related to this Act. The Office of the Registrar mails a copy of student grades following each term to the parents of all students, both high school and college, except in those cases where notification of financial independence has been submitted. College students who wish to claim financial independence should, therefore, check with the Registrar at the beginning of each school year to be sure that this status is a matter of record. Grades for independent students will be mailed to parents, at the written request of the student.

Within the NCSA community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These

members include the Chancellor, Vice Chancellors and personnel in the offices of the Registrar, Admissions, Student Services, Financial Aid, Business Office and that of the Deans of each School, including that of the Dean of General Studies, and faculty members within the limitations of their teaching and/or counseling function.

At its discretion, the institution may provide Directory information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory information by notifying the Registrar in writing within two weeks after the Registration Day for Fall Term. Such request for nondisclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory information must be filed annually in the Registrar's Office.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decision of the hearing panels to be unacceptable. The Registrar will have the responsibility to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, as well as those maintained by the Arts Deans.

Students wishing to review their education records must make written requests to the Registrar. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the transcript for which clearance is not given by the Business Office or Office of Financial Aid, or a transcript of an original or source document which exists elsewhere). These copies would be made at the student's expense at the rate of 15 cents per page. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by a physician of the student's choice.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated

with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit student to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and he will be informed by the Registrar of his right to a formal hearing. Students' requests for a formal hearing must be made to the Registrar who, within a reasonable period of time after receiving such request, will inform the student of the date, place, and the time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing panel which will adjudicate such challenges will be comprised of the Deans, the Registrar, the Student Government President and a faculty member. All aforementioned representatives will be voting members of the panel.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decision of the hearing panel, if the decisions are in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statements setting forth any reason for disagreeing with the decision of the hearing panel. Such statements will be placed in the educational records, maintained as part of the student's records, and released whenever those particular records in question are disclosed.

A student who believes that the adjudication of his challenge was unfair, or not in keeping with the provisions of the Act may request, in writing, assistance from the Chancellor. Further, students who believe that their rights have been abridged, may file complaints with the Family Educational

Rights and Privacy Act Office, Department of Education, Washington, DC 20201, concerning the alleged failures of the North Carolina School of the Arts to comply with the Act.

Revisions and clarifications of this policy will be published as experience with the law and institutional policy warrants.

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished the students, veterans and non-veterans alike, at the end of each scheduled school term.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, *prima facie*, the domicile of the individual; but this *prima facie* evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed *prima facie* evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residuary acts accompanied by residuary intent.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 months duration. This provision acts to confer in-state tuition status even in

the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

POLICIES REGARDING PROBATION, SUSPENSION, DISMISSAL, READMISSION

PROBATION

Students are monitored for progress in the arts each term. Any student, who, in the judgment of the faculty and Dean, is not demonstrating sufficient progress, may be placed on probation. Students who, at the end of the probation period, have not improved, may not be invited to continue in the program. College students in a Degree Program must also meet the standards outlined for progress in their General Studies work. Individual standards for each area are as follows:

Dance: A "B" average in Dance is required for continuation in the program. College students earning less than a B- (2.7) average in Dance courses for a given term are placed on Arts Probation for the following term. High school students earning less than a B- in their major technique class are placed on Arts Probation for the following term.

Design and Production: Students must maintain a 2.0 average through the first year and a 2.5 average for subsequent years. Students who fail to maintain these levels for a given term are placed on Arts Probation for the following term.

Visual Arts: Students in high school visual arts program maintain a 3.0 average in studio art classes each term. Failure to meet this requirement will result in a one-term probation period in which the student must attain a 3.0 average in each studio art class to continue in the program.

Drama: The freshman year is a probationary year, with students expected to maintain a 2.0 average each term. Students at subsequent levels must achieve a cumulative average of at least 2.5. After grades have been considered at the end of each term, the faculty determines if a student should be placed on Arts Probation for the following term based on these criteria:

1. Ability to absorb instruction
2. Assessment of basic talent
3. Ability to work and produce a performance

Music: Students earning less than a 3.0 (B) average in Applied Music and/or earning less than a 2.0 (C) average in Music course work will be placed on Arts Probation. A student may be placed on Arts Probation at any time, by recommendation of the major teacher and subsequent to

the approval of the dean. Probation may be extended to 3 terms upon the recommendation of the faculty and approval of the Dean.

In addition to the student's talent, potential and progress in his/her major, grades earned in music courses are taken into serious consideration for determination of Arts Probation, retention and dismissal.

General Studies: College Degree students are subject to the following General Studies standards:

Students who have completed half of the general studies requirements for their degree must maintain a 2.0 cumulative average and a 2.0 term average each term in general studies courses. A student who fails to achieve these standards will be placed on general studies probation for the following term. The student whose cumulative average in general studies courses falls below 2.0 for two consecutive terms will be dismissed from the degree program.

Students who have not completed half of the general studies requirements for their degree must maintain a 1.800 cumulative average and a 1.8 term average each term in general studies courses. A student who fails to achieve these standards for a given term will be placed on general studies probation for the following term. The student whose cumulative average in general studies courses falls below 1.8 for three consecutive terms will be dismissed from the degree program.

Invitations to Return

All students in all arts programs must be invited to continue in their programs periodically. Students who, in the judgment of the faculty, fail to demonstrate sufficient progress toward professional standards in the arts will not be invited to return.

Readmission

Students who have terminated their enrollment at NCSA for any reason, including failure to be invited to continue in a program, must apply for readmission prior to being allowed to re-enroll. Such students must meet admission standards outlined for all entering students. A student whose enrollment has been interrupted for two years or more will, upon re-entry, be responsible for the program requirements outlined in the bulletin in effect at the time of re-entry.

Policy: Administrative Hearing Prior to Suspension

Students recommended for suspension by the Disciplinary Proceedings Board according to regulations in the Student Handbook shall have their cases reviewed by the Dean of Student Affairs, who shall then make a recommendation to the Chancellor.

In certain situations involving cases related to disorderly or disruptive conduct by students which significantly affects the ability of other students, faculty, or staff to maintain a campus environment conducive to individual growth and learning, to conform with state and/or federal laws, and to ensure campus security, the Chancellor may direct that an administrative hearing be held concerning allegations of such misconduct. Examples of conduct which might result in such a hearing are disorderly, disruptive, or potentially dangerous behavior which disturbs, disrupts, or prevents students, faculty, and staff from enjoying an environment which promotes individual and group growth and learning. The hearing will occur before an administrative committee appointed by the Chancellor.

The administrative hearing shall involve those members of the administrative staff designated by the Chancellor, and shall normally include the (1) Dean of the School in which the student is enrolled, (2) the Dean of Student Affairs, (3) the Dean of General Studies and (4) the Vice Chancellor for Arts and Academic Programs. The purpose of the hearing shall be to examine the allegations against the student, to allow the student charged with an offense the opportunity to speak in his/her own defense, and to use the results of these proceedings to make a recommendation to the Chancellor concerning the case in question. The Committee's role is advisory in nature.

If the Committee decides that the allegations against the student are unwarranted, then it shall so inform the Chancellor. If the Committee decides that the evidence supports the allegations against the student, then it may recommend penalties of suspension, dismissal, or other appropriate actions to the Chancellor, who bears the final responsibility for ensuring that the hearing has afforded the student the right to respond to the charges and that any penalties are appropriate for the offenses specified.

The Chancellor or the Chancellor's designee shall make a decision based on the merits of each individual case.

THE NORTH CAROLINA SCHOOL OF THE ARTS (hereinafter called NCSA) is dedicated to equality of opportunity within its community. Accordingly, NCSA does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, or handicap. NCSA commits itself to positive action to secure equal opportunity regardless of these characteristics.

NCSA supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, Section 504 of the Rehabilitation Act of 1973, and Executive Order 11246. For more information concerning these provisions, please contact:

Isabelle Johnston
Equal Employment Opportunities Officer
Title IX and Section
504 Compliance Officer
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